

NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

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CONTENTS

No. 7

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PAGE

The President's Message: Act Now for Federal Aid.... 3

ARTICLES

To Tell the Truth.....Muriel W. Brown 4

Recreation, Family Style.....J. W. Faust 7

How To Think About Yourself

VII. You Are a Person Among People

Bonaro W. Overstreet 10

The Beginnings of Sex Education

Marion Olive Lerrigo 14

New Education for a New Age.....Roben J. Maaske 22

Recovering from Rheumatic Fever

Beatrice Segsworth Kitchen 25

Our Concern with Germany's Schools.Helen C. White 34

FEATURES

Notes from the Newsfront..... 13

Four-Point Program of the National Congress of

Parents and Teachers..... 17

NPT Quiz Program.....Harriet E. O'Shea 19

Poetry Lane 28

What's Happening in Education?.William D. Boutwell 29

Books in Review..... 31

Searchlights and Compass Points: The Way To Save

Our Schools.....E. B. Norton 32

Exploring the Preschool Period (Outline)

Ethel Kawin 36

The Family Rediscovered Itself (Outline)

Ralph H. Ojemann 37

Motion Picture Previews.....Ruth B. Hedges 38

Looking into Legislation.....Edna P. Cook 40

Contributors 40

Cover Picture.....H. Armstrong Roberts

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If we work upon marble, it will perish; if on brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, and imbue them with principles, with the just fear of God and love of our fellow men, we engrave on those tablets something that will brighten to all eternity.

—DANIEL WEBSTER

The President's Message



ACT NOW FOR FEDERAL AID

FOR many years the National Congress of Parents and Teachers has striven to equalize educational opportunities everywhere in the United States. Firm in the belief that the Federal government can make this possible, we have actively sponsored legislation providing Federal aid to our schools on the basis of need. An intensive and nation-wide survey of the school situation has disclosed that immense differences in the resources available for public education have created inequalities beyond the power of the local community to correct or counteract. We believe further that educational inequalities in any part of the nation represent a disastrous liability both to the more prosperous sections and to the country as a whole.

We have never been a miserly people. We have never begrudged money spent to fulfill our American destiny. Less than two years ago we were fighting a war supremely convinced that freedom is worth whatever it costs. That is still our conviction, and that is why we must throw our support to whatever legislation will guarantee for every child a chance to develop his finest and freest self.

Such legislation is now pending in Congress. It is, therefore, the business of every parent-teacher member to make a careful study of the Federal aid measures introduced into both the House and the Senate, evaluating them in the light of the following criteria:

1. Does this bill absolutely prohibit Federal *control* of public education?
2. Does it stipulate that aid be channeled through the U.S. Office of Education to state and local departments of education and there administered with a maximum of local control?
3. Does it provide that the funds to be appropriated by the Federal government for equalizing educational opportunities go to public, tax-supported schools?

IF the answers to these questions are *yes*, then the measure is one whose principles are endorsed by our National Congress Board of Managers. Should any Federal aid bill fail to contain the above safeguards, it is up to us to demand their inclusion. And when we are at length assured that the measure is one we can fully support, we should by all means let our senators and representatives know that we want them to vote—and vote immediately—for its enactment into law.

If there are any among us who are afraid of a Federal aid bill simply because we have never had one, let them remember that many other great national ventures were once looked upon with distrust. We must not allow ourselves to hold back in fear of the new and untried. The tyranny of the past cannot bind us in this direction any more than it bound us when we needed child labor legislation, juvenile courts, and pure food laws.

The time has come for all who care about the future welfare of this country to stand up and be counted. The time has come for every parent-teacher member to push forward to the attainment of our long envisioned goal—an equal chance for all children to enjoy the best education that the best educational system on the face of this earth can give them. Federal aid is the natural and sure basis for bringing that goal within our grasp.

Mabel W. Hughes

President, National Congress of Parents and Teachers



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TO TELL THE Truth ...

WHEN is a lie a mischievous lie, and when is it an innocent fabrication? Are false statements the better for having come from adult lips? And what of the copybook conviction that honesty is the best policy? In what sense is this ancient maxim itself true? These are ideas upon which it pays to ponder—with the competent help provided by the writer of this article.

MURIEL W. BROWN

life. It must be admitted, however, despite the importance of discoveries made in the realm of physical science within the past few years, that the sum of human knowledge is not yet very large. We still have far to go in our quest for moral certainty. But all that we do know about ourselves, about the world we live in, and about God has convinced us that there is a master plan for the universe which includes all of us. We have different names for this. Some people call it ultimate reality; some people call it the will of God.

This master plan is being revealed to us very slowly. Nevertheless we know in some strange way—and have probably always known—that such a plan exists, that our

THE high, sweet call of a bird in a blossoming apple tree drew Mrs. Benson to a window overlooking the play yard of the apartment house. As she paused to enjoy the warmth of the spring sunshine, she was astonished to hear coming up from below the angry voice of her own three-and-a-half year old. Glancing down, she saw the small girl backed up against the red brick wall of the building.

"She does. She does, too!" Patricia was shouting to a semicircle of staring youngsters. "My mother spans me. My mother does spank me. She does. She does."

"I simply can't understand it." Mrs. Benson said over and over again to her husband that night. "I've never spanked the child. As far as I know, no one has ever spanked her. *Why* would she tell a lie like that?"

Mr. Benson thoughtfully studied the bowl of his pipe.

"I don't know," he said finally. "Maybe for the same reason I gave a hundred dollars to the Community Chest last week. I knew we couldn't afford it, but you can't let the Joneses get too far ahead of you. All the kids around here get spanked. Maybe they think there's something queer about one who doesn't. Maybe Pat doesn't like to be different.

"Or maybe it's hereditary," he teased. "Didn't I hear you tell Mary you liked that ghastly hat of hers?"

Mrs. Benson put down her knitting.

"Johnnie," she said soberly, "*what* is truth?"

Falsehood Means Failure

THERE is, of course, no one simple answer to this question. Since the beginning of time artists, scientists, philosophers, and great religious leaders have explored the unknown, trying to learn the meaning of

chief responsibility here on earth is to learn what it is and how to harmonize our living with it. Truth, in the words of one of our greatest living philosophers, is "the conformation of Appearance with Reality." To bear false witness is bad business because it confuses and hampers people who want to understand life and are trying to deal honestly and intelligently with its problems.

It seems to be part of the plan that each one of us must learn for himself how to make appearance in his own life conform with reality, how to express in his daily behavior the highest spiritual values he knows. And what a difficult learning this is! How many mistakes we make, how discouraged and frightened we often become. How natural it is for us to seek to protect and comfort ourselves by trying to cover up our mistakes or even by denying reality itself.

As poets often do, the eighteenth-century Englishman, John Gay, oversimplifies the problem of truthfulness in this verse:

*The man of pure and simple heart
Through life disdains a double part;
He never needs the screen of lies
His inward bosom to disguise.*

At the same time Gay gives us a clue to the meaning of falsehood in his use of the word "needs." If a person, especially a child, needs "a screen of lies," something has gone wrong with his living. He needs help.

Assorted Lies: A Catalogue

THERE is a great deal of fact and fancy all mixed up together in our present understanding of human nature. In the past twenty-five years, however, we have added tremendously to our store of knowledge about child growth and development. Particularly have we learned to look for the causes of so-called problem behavior—to ask ourselves "Why?" before we decide what to do with the youngster who is making mistakes. Rightly, I think, dishonesty is still considered by most people a fairly serious mistake. As we have studied the children who are having trouble learning to be truthful, we have made two important discoveries: first, that there are many different kinds of lies and, second, that children lie because they think they need to.

Suppose we look at the following classification of children's lies to see what it may tell us about the reasons behind them. This in turn may lead us to see how we can help children to learn how to meet their needs in better ways.

In Class 1 are all the "lies" that are told by mistake. Among these are the "lies" you told when you were little because you did not understand

what was happening, or misunderstood questions. Here also are the "lies" you told because you just weren't old enough to perform the complicated mental operations involved in remembering something and deciding whether or not you did it.

In Class 2 are all the "lies" that are told by children before they have learned the difference between reality and make-believe. Take the case of Mary Lou, aged five. Mary Lou loves the fairy stories her mother has been reading her for years. She likes to tell stories herself, and her parents have thoroughly enjoyed her flights of fancy. Imagine her surprise, then, when she is suddenly punished for making up a tale with real children in it!

In Class 3 are all the lies that children tell when they are frightened. It is pitifully easy to scare a youngster. Older people are big; older people are strong and can hurt you in countless ways. You've learned to recognize the signs of danger in the voices, the faces, and movements of adults. You may or may not have fathomed the meaning of that stern command, "Tell the truth now!" You say the first thing that comes into your head and you do your best to make it stick. The old "instinct" of self-preservation seems to operate almost automatically.

In Class 4 are all the lies that children—and others—tell to build themselves up. Here are all the boastful lies told to gain attention: "My daddy is the tallest (or the strongest, or the biggest) man in the world." "I've got a fur coat, too, but it's too good to wear to school." "My sister has a diamond bracelet." "Ten boys asked me to the prom."

Here also belong the pathetic fabrications so familiar to guidance clinics, the success stories of children who can no longer bear their own feelings of inferiority or failure. Once upon a time there was, in a certain nursery school, a little



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boy who was desperately afraid of water. Whenever the gardener brought out the hose to fill the wading pool, he would run for the house and busy himself with blocks or books. One day at lunch, to the astonishment of teachers and children, he announced abruptly, "Virginia fell into the water today, an' I jumped in an' I pulled her out." Every child in the room knew that he had not been near the pool. But that no longer mattered to him. He had done his best to relieve his feelings of guilt and shame. For a fleeting moment he was a hero, the person he longed with all his heart to be.

In Class 5 are all the lies told to save face. These are legion. They are the misrepresentations intended to cover up mistakes, to make good impressions, or to maintain reputations. They include the stories told by children to protect themselves when they have failed to measure up to the expectations of teachers or parents. They include all the stories about buses off schedule and last-minute phone calls that people are likely to tell when they are late. They include the stories about poor tools and lack of cooperation so often told to excuse bad workmanship.

In Class 6 are the lies told to save other people pain or embarrassment. Even very young children are often able to sense the situations that seem to call for this kind of consideration. And youngsters who live in homes where there is friction frequently become adept at it.

In Class 7 are the lies told to gain personal advantage. Ours is an essentially competitive society. We admire and reward success in acquiring material things. We impress our children with the importance of winning, of excelling, of being first. Is it strange, then, that some youngsters cheat to win? Is it strange that a child lies to get prestige or perhaps a more tangible prize, something he could not have if the truth were known?

In Class 8 are the really dreadful lies told to make trouble. The lies of very young children seldom fall into this category. Truly malicious lies are told only by people, regardless of age, who are emotionally sick. Such people are in great need of expert psychiatric help. No person in reasonably good mental health gets any satisfaction out of hurting others unnecessarily.

In Class 9 are all the imaginative "lies" told deliberately to make a good story or to embroider a tale. The youngster who can do this well has a precious gift. Cherish, oh, cherish him, parents. Help him learn how to use his talent. The world needs it.

In Class 10 are all the other lies!

This inventory has been given at some length because of the many good and positive suggestions that can be distilled out of it. "'Tis a rugged road, more so than it seems, to follow a pace so

rambling and uncertain as that of the soul, . . . to choose and lay hold of so many little nimble motions." Oh yes, Monsieur Montaigne. But to teach children to walk uprightly, in the way of the Lord, is the central business of parenthood—a task well within the powers of most parents if they understand what is involved in it.

Present Help from Ancient Wisdom

THE aim, of course, in all education for truthfulness is to guide children into a love of truth, a positive reverence for the truth that will abide with them always, ennobling their thoughts and deeds as long as they live. Lapses and mistakes are not important as long as there is steady, upward progress in a child's ability to make appearance conform with reality. Experience and scientific research both indicate that this progress is most satisfactory under the following conditions:

1. When parents realize that children must *learn* to tell the truth, that they are not born either truthful or otherwise.
2. When parents have ceased to be afraid and can accept, along with the successes, the failures that are a necessary part of such learning.
3. When parents help children to develop a wholesome interest in evaluating their own experiences, in getting at the sense or meaning of them.
4. When parents help children to become more and more interested in reporting their experiences accurately.
5. When parents refrain from using any methods of guidance likely to give children feelings of guilt, shame, or fear about truth-telling.
6. When parents regard repeated lapses as symptoms of underlying difficulties and are more eager to find and remedy causes than to punish.
7. When parents are able to meet each child's need for security.
8. When parents are truthful themselves, especially in their dealings with their children.

These are anxious times for all of us. With an almost obsessional persistence we talk about freedom as if it could be legislated for, or bestowed upon the peoples of the earth.

*He is the freeman whom the truth makes free
And all are slaves beside.*

The future would be dark indeed if it were not for a promise made long, long ago: "The Spirit of Truth will come, and He will guide you into all truth." Only as we seek—and teach our children to seek—the guidance of this Spirit can we hope to solve the national and international problems now confronting us. The pattern of peace is being woven, day after day, hour after hour, by millions of people all over the world who are searching for truth in their own lives. There can be no personal satisfaction greater than the knowledge that one is contributing to this process the best he has to give.

Recreation—



© Ewing Galloway

FAMILY STYLE

THE simplest definition of recreation I know is *leisure activity engaged in for its own sake*. It ranges from jackstraws to chess, from harmonica to symphony, from stringing beads to oil painting and sculpturing, from quoits to polo and tennis, and so on indefinitely. The "engaging" may be done by an individual or by a group, and the group may be one of a hundred kinds. But surely the recreation that brings the most spontaneous and the most enduring enjoyment is family play.

"All things being usual and normal"—I'm quoting now from a pamphlet that lies open on my desk—"we live with our families for all our growing years. Our first social experiences are in our own homes, and they are of far-reaching importance, helping or hindering us all our lives long. Members of families who get into a good stride with each other, who give and take fairly, and who manage to enjoy each other and to have fun

MODERN life has an unkind way of pushing families apart. Jim joins the Navy, Sally goes to college, Father's firm puts him on the road, and soon the physical togetherness of parents and children is a rarity. So much the more important, then, has it become for a family to develop early a spiritual togetherness that physical separation cannot break but only makes more precious. This article, the seventh in the study course "The Family Rediscovered Itself," is an arrow pointing out the way.

J. W. FAUST

in their homes, have a great advantage over those who merely live under one roof."

That last statement is most assuredly true. And the advantage is not hard to gain if parents really want it for their children. Family fun is at once the simplest, the most exacting, and the most rewarding of family efforts. The secret is not found in books or published programs. Rather it lies in a kindling of the will to *do*

something and then in an approach made with a deft touch in the spirit of fun. Call it what you will, the quality I mean is a distillate of the homely but cardinal virtues of love, patience, understanding; of humor, tolerance, forbearance; of sportsmanship, team play, loyalty.

Blueprints and Beginnings

WITH this quality, recreation family style cannot fail. *Without*, it may seem to succeed for a time—but why run a car on the rims when balloon tires are in the garage? In other words, family play is not a thing apart. It is just as subtle, as pervasive, as vital to tang and savor in family living as the sacred custom of rubbing the bowl with garlic is to the making of a truly fine salad.

Countless books have been written on family recreation and play. The material things available—games, apparatus, equipment and sup-

plies—are legion. Why, then, does not every family have a rich play tradition? Given the normal requirement of food, shelter, and clothing, why does not every family sparkle with the fun of living? In discussing this problem with fathers and mothers at scores of parent-teacher Fathers' Night meetings over a twenty-one-year period, I found these causes painfully obvious:

1. The failure to kindle to a flame of accomplishment the will to *do something* about it.
2. A heavy do-or-die approach instead of the light touch of gaiety, with its lilting laughter.
3. The absence of a readiness to invest oneself-as-a-parent in the enterprise, to do things *with* one's children as a family unit rather than *for* those children.
4. The absolutely erroneous idea (or alibi) that one has to have "a program," complete with books, equipment, and supplies, in order to begin.

Let me illustrate what I mean. The Lees were a gay, rollicking family with five children from ten years of age on down. They were a self-sufficient unit, so they thought. On a fine fall day they moved into a new neighborhood—one in which houses were large and there were open back yards where children could play satisfactorily.

It was not long, though, before the Lees were rudely awakened to the fact that if home was to be the permanently attracting magnet for their children, they would have to provide something that could withstand the pull of outside interests. For this was a neighborhood of families who had not learned to enjoy doing things together; each member went off with his own friends, usually to the movies.

Academic discussion of the problem went on for several months. Nothing happened. Finally in desperation, to commit themselves to action, Father and Mother asked the children one evening at dinner, "What do you say to our hustling through dishes Friday nights and then having a real play night?" You know the answer. They were at last committed. And now they were not only nervous but scared. Books there were in plenty, and games and ready-made, suggestive programs, but where and how to *begin*—and with what? There was a period of something like panic, with cold shivers at the thought of a possible "flop." Then reason and calm spoke up, and the first of many play nights was planned and held. A tradition of family play was created.

Home Plays Host to Laughter

THAT first play night had these features: games and songs that the parents knew but that were strange to their children; games the children knew and wanted to play; reading a story; singing around the piano. The evening ended with "Puss Wants a Corner." There was no flop and

no letup, or letdown, from that week on. Once begun, the thing was easy. Plans were worked out early in the week at family conferences after dinner.

From this simple beginning, which any family can make, there developed a rich and varied program that any family can imitate. Stories were dramatized. The children wrote and costumed plays, which were eventually presented, with Mother and Dad and sometimes neighbors and relatives as audience. A whole range of table games and card games were used, such as parcheesi, jackstraws, and tiddlywinks. Even the cleaning up and dishwashing were made a game, with part-singing and jokes. Fortunately for planners not gifted with originality, children love repetition. For two years every play night had to close with "Puss Wants a Corner."

The Lees have always had an insatiable curiosity about the why and how of things. Out of this grew many exciting adventures, such as visits to the police department, the fire department, the post office, and other civic and governmental establishments.

This curiosity was carried over into the dining room for one meal each day. If only all parents could realize how a family is knit together in love, loyalty, and understanding by common enjoyment of the relaxed and delightful atmosphere of *dining*, as contrasted with mere feeding! Gracious manners are readily caught by the children when courtesy and thoughtfulness prevail. And let it not be forgotten that saying grace before meals is a custom to be cherished. A few words reverently spoken can lift the curtain on scenes of spiritual loveliness, for which the child's eye is by nature keen.

The Lees took as their dinner-table conversation primer the question "Where does it come from?" Rugs, linen, silver, glass, china, mahog-



© Ewing Galloway

any, coffee, tea, sugar, spices, pepper, cloves, and salt were tracked down one by one. The search led to England, Bavaria, France, Iran, China, Java, Ceylon, Brazil, Mexico, and other lands as well as all the states of the Union.

High celebrations were a natural outgrowth of this family dining practice. Birthdays were remembered, and so were holidays, such as Valentine's Day, St. Patrick's Day, Decoration Day, and "the Fourth."

With the advent of spring the Lees and all their neighbors moved out of doors. The next-door yard had a tree house and shelter. The one at the back had a fine lawn where horseshoe and croquet courts could be and were laid out. By teamwork with their neighbors the Lees built a fireplace of rocks gathered from all the yards. A long, low settle was made from an old folding door and placed facing the fireplace. Here was the social center for picnics and parties—the core of a happy neighborhood life. A rare richness and color was added to living. Differences in racial and religious backgrounds and inheritances became enriching and binding instead of divisive.

When the Ceiling Is the Sky

IT WAS even possible here to hold picnics "away from home." It was fun to prepare everything just as if they were all leaving for the country, then with sparkling eyes and solemn faces lock the front door, and go out into the country of their own back yard. Children love make-believe, as everyone knows. Parents do, too, as everyone tends to forget.

The last outdoor picnic before the Lees moved sorrowfully away was held on a fourteenth of February, with four inches of snow on the ground. A roaring fire had been built and kept up an hour before the gathering; a windbreak had been made of army blankets. Here, seated on blankets laid over the snow, came together parents and children from seven families, more than forty persons! Songs were sung, tall tales told, and food cooked over the fire under a crisp, starlit winter sky. From the depths that were plumbed and the heights that were scaled in round-the-fire communion, came thoughts and thrills that linger on in the Lees' memory. The evening has carried through the years an undimmed afterglow.

As we leave the Lees and talk about just plain, everyday *us*, we recall from our own experience that the planning of recreation is often thrust upon parents as a problem for the moment, not for the years. "Mamma, what can I do?" Is there any mother whose peace of mind has not been shattered by that combination of plaint and demand? And all too often it is made in vain.

Rainy days or those "peaceful" Sabbath afternoons with one's own tribe, plus a half-dozen neighborhood friends, floor the strongest of us if we are unprepared.

Enter Play Plan, Exit Boredom

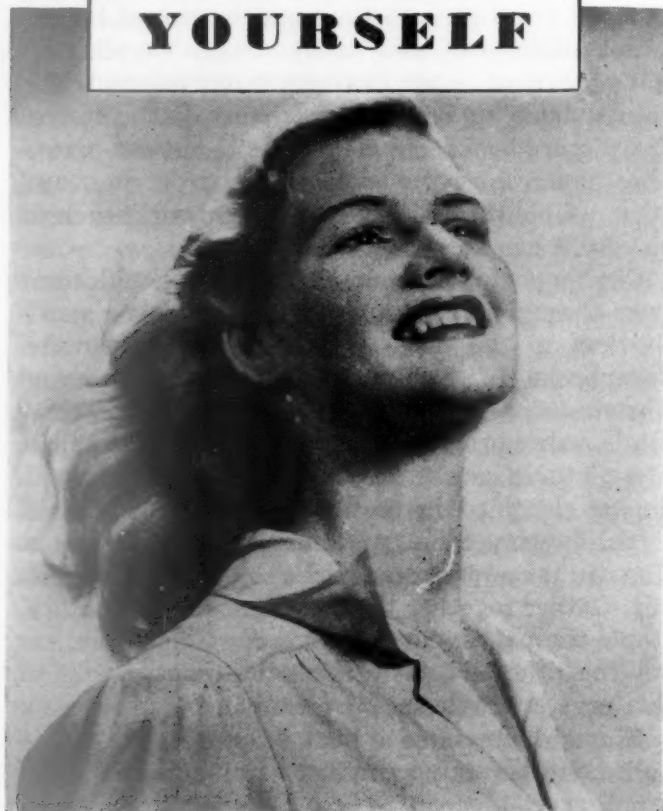
BUT WHY be unprepared? The home that builds a play tradition takes its children's problem in stride—or at least takes it seriously. They ask what they can do. Well, what *can* they do? Let's see. The wise parent is forearmed. There are special toys and games, hidden away in a special surprise treasure chest (the assortments are changed from time to time and improved by the secret addition of new ones). Other supplies include plenty of paper, crayons, water colors, finger paints, modeling clay, blunt scissors, paste, stories and picture books, old magazines to cut out, wrapping paper for scrapbooks, beads to string, and other usable things. The home with workbench or playroom has an easier time, too.

One important development that should come from these play days and play evenings is a sensitivity to the needs of others less fortunate. Scrapbooks of colored magazine pictures and Christmas cards can be made for children in hospitals, using brown wrapping paper for the pages. The pictures can be arranged in hit-or-miss fashion or classified in sections devoted to animals, birds, flowers, country scenes, or outdoor sports. You can take apart magazines that run books serially. Gather together the installments of one story, staple the pages, cover with wrapping paper, cut out the title, and paste it on the front. Books of this sort are welcomed by shut-ins.

Thoughtfulness of others is expressed, too, in polite and becoming conduct at all sorts of social functions. Much can be accomplished in the social (and emotional) adjustment of our children through the medium of parties to which they invite their friends as guests. A full program of games and activities should be planned in advance at a family conference. Children learn graciousness and much else when acting as hosts. And their natural pride in their own parents will take on a higher polish after an evening of joint effort to create enjoyment for others.

There is a sense in which every family, indeed every individual, is unique. The plans and suggestions that fill the foregoing paragraphs may not fit the situation you know best, but they are presented with the hope that they may contribute to the necessary beginning of a successful program. For no investment of the parental self does so much to prevent domestic molehills from becoming mountains or yields such rich returns in family joy, love, and loyalty.

HOW TO Think ABOUT YOURSELF



© H. Armstrong Roberts

MOST of us, somewhere along the line, have learned to recite the phrase "Man is a social animal." The words come glibly, but it takes a lifetime of living—and of trying to understand life—to put meaning into them. It takes a lifetime to build habits and outlooks commensurate with that meaning.

I am a social animal; you are a social animal; he and she are social animals. All right, what difference does it make? What shall we do about it? Or need we do anything? If a quality is native to us—born in us because we are members of a species—will not the expression of that quality take care of itself?

The answer is yes—and no. Man is an eating animal. A newborn infant makes, by nature, the sucking motions necessary for the intake of food.

... You Are a

A child need not be taught to put objects into its mouth; the problem is to teach him what to keep out. Presumably, a human being with food accessible to him would not starve. But to say that is a very different thing from saying that an untaught human being would naturally eat in a manner acceptable to those who had to be around him.

Man is a talking animal. Left to his own uninstructed devices a human being would still articulate, somehow, his angers, fears, and loves. But that is not to say that he would just naturally be able to communicate all his own subtle experiences and ideas to others in a way that they would both understand and enjoy.

The process of being social is in its entirety far more complex than the processes of eating and talking. Being social by nature, even the untaught individual would incline to herd with his fellows, to imitate them, to be uneasy and finally desperate if excluded from their company and denied their approval. But this again is very different from saying that he is naturally equipped to make that total social orientation of himself which enables him to live generously and wisely among other people—people whose social needs are as keen as his own.

It is a curious paradox, when we come to think about it. For uncounted centuries human generations have been born with the impelling need to live in society, and for those same uncounted centuries the problem from which man has been given no rest has been that of trying to live *well* in society. Each one of us inherits both the need and the problem. We cannot live without our human fellows, and we do not seem to know how to live with them, either as inhabitants of the same world or even as inhabitants of the same house.

Being Human—Rightly Defined

ONE of the truest—and most pleasure-filled and most problem-filled—remarks that can be made about us is simply this: *You are a person among people.* If you were not among them you would be desolate or dead. But because you are among them you may often be desolate, and if the human situation is fumbled much longer, you may be dead.

Person Among People

BONARO W. OVERSTREET

WE are living in a world that makes much of the fact that man is a social being. But to claim that distinction is one thing; to understand its full meaning, quite another. Mrs. Overstreet carefully examines this idea and introduces a formula which, if properly used, will give a just estimate of how poorly or how well we measure up as persons among people.

Here are questions, then, that we might well put to ourselves because we are social beings, questions related to our own social understanding and maturity:

Do our habits and attitudes toward other people fairly acknowledge our need of them, or do we like to pretend that we can go it alone? Do those habits and attitudes express *only our own need*, with small thought of what the other person's equal need may be? Or have we established a relationship with people that involves give and take—a mutuality of support, a recognition that we are all alike in our need for companionship, help, affection, and approval?

There are three words that we might interestingly borrow, one from psychology and two from biology, to use as measuring rods for our own attitudes as social beings.

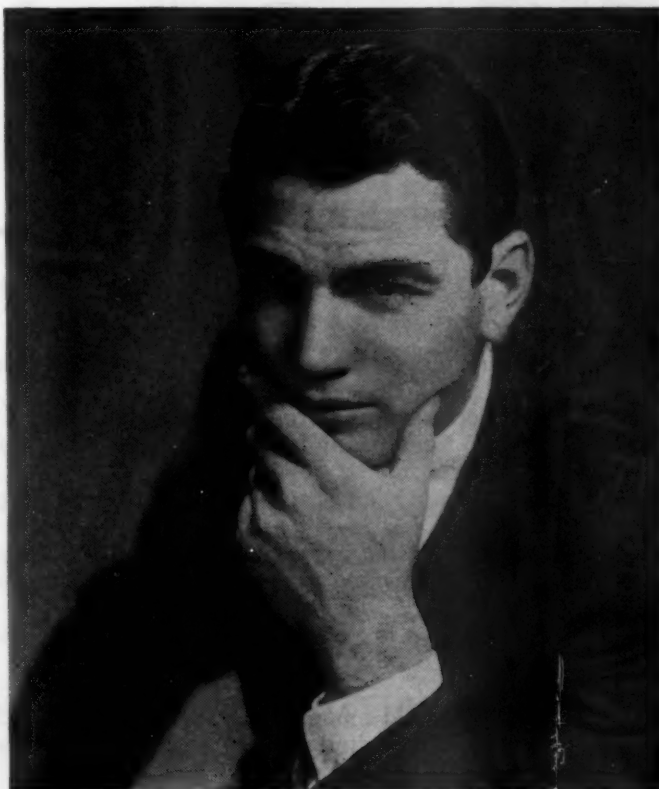
The first is *idiotic*. We all use this word loosely and think we know what it means. We know that it applies to someone who, by reason of some inadequacy, fails to measure up to common standards, is unable to carry his share of the human load. But the origin of the word and its more subtle meaning deserve attention. The word *idiotic* derives from the Greek *idios*: one's own, peculiar, private. (The word *idiomatic*, incidentally, comes from the same source. We recognize that an idiomatic expression is one peculiar to some region, class, or individual—that it is not characteristic of all who speak the same language.)

Psychologically *idiotic* still carries much of the original flavor of *idios*. An idiotic person lives detached from common reality. Because of some

"small, Satanic sort of kink," he lives in a world of his own, not in the larger world of humanity.

A second word to consider—borrowed in this instance from biology—is *parasitic*. And again the origin of the word gives a dramatic sense of its meaning. In the Greek a parasite was one who sat next to another person's dish of wheat. We can almost see the thief's stealthy fingers purloining sustenance from the dish that was not his own, the dish that had not been filled by his effort. Biologically, as we know, a parasite is an organism that draws its nourishment not from earth and sun and air but from some other organism that has already done the work of converting raw materials into food. The mistletoe, feeding on other trees and eventually killing them with its insatiable demands, is perhaps the most common example.

Then the third word, likewise borrowed from biology but less familiar than *parasitic*, is the word *symbiotic*. Once again we are indebted to the Greek, in this case to a Greek word meaning *living together*. When organisms exist in a symbiotic relationship, they live together for their mutual good. Here we do not have one as the host and the other as the useless parasite; we have



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both as contributory to a relationship from which each derives benefit.

Words To Test Our Deeds

SO there is a nice question that we can shape out of the drama of these borrowed words: Are we, in our social relationships with other people, *idiotic*, *parasitic*, or *symbiotic*?

Do we try to live in a private world where we make ourselves exceptions to all the common standards by which men live together, where we try the superman or lone-wolf technique of pretending to be above or outside the common human programs of give and take? When we object to putting our children in a school measured by the same standards that we count good enough for other children, we are being, in a sound Greek sense, *idiotic*. When we contrive, through acquaintance with the right people, to have a parking ticket "fixed" or to obtain before our turn some commodity still rare on the market, we are again being *idiotic*. We are seeing ourselves as inhabitants of a private world where the common rules of man's living together do not apply.

Or do we, perhaps, in many of our human relationships take far more than we give? Are we expert in finding reasons why other folk should do the unpleasant chores—some patient member of our own family, perhaps, or some dependable member of our club or some minority group within our total society? Do we take our comforts and privileges for granted, without paying our social keep by any active effort to make life more livable for all? If so, then we are, figuratively speaking, stealing our nourishment from another's bowl of wheat. We are, quite simply, *parasitic*.

Or have we reached the level of social maturity where we enjoy most of all the relationships in

which we are equal with others? In our family life, in our clubs and our church, in our community relationships and our citizen relationships, are we happiest in situations that call forth mutual aid? If so, we are *symbiotic*. We are emotionally and socially grown up; we are not adult in body alone.

The Golden Rule Still Reigns

WE are persons among people. The demands of that situation are symbiotic; that is, we are all equally caught in the necessity of living together. We all need from our human fellows the help and companionship and approval that we cannot have on our lonely own. But if the demands of the situation are symbiotic then only the individual who has developed to a point where he enjoys symbiotic relationships and is skilled in them is really adjusted to what human living calls for.

A person is symbiotic—and is likely to have a good life both of mind and of heart—if he has grown up enough so that he "just naturally" gives as much as he takes: gives as much attention to what others say when they talk as he likes to have them give when he talks; gives as much approval to others as he likes to have from others; gives as much effort to common causes as he feels others should give for the common good; gives as much obedience to the basic standards of law and order and kindness as he wishes others would give.

We may, in brief, borrow for its very drama this unaccustomed word from the science of biology. But when we begin to define what a symbiotic relationship requires of us, in social and psychological terms, we are suddenly upon familiar ground:

"Whatsoever ye would that men should do to you, do ye even so to them."

DO YOU AGREE?

We humans are the greatest of the earth's parasites.—MARTIN H. FISCHER

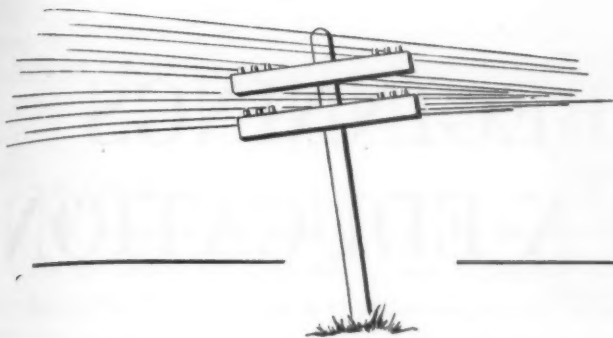
Wild horses from the range can be tamed quickly in a few weeks, but it takes years of patience and effort to tame young human beings.—CLARENCE DAY

Bread, beauty, and brotherhood are the three great needs of man.—EDWIN MARKHAM

Man is an imitative animal. This quality is the germ of all education in him. From his cradle to his grave he is learning to do what he sees others do.—THOMAS JEFFERSON

Every person is a bundle of possibilities, and he is worth what life may get out of him before it is through.—HARRY EMERSON FOSDICK

If a man could mount to Heaven and survey the mighty universe, his admiration of its beauties would be much diminished unless he had someone to share in his pleasure.—CICERO



Notes from the

NEWSFRONT

Education Pays, but Not Enough.—Alarming figures on the teacher shortage continue to pour in. At long last the American public is becoming aware of glaring inequalities in teachers' salaries as compared with those of workers in other fields. Back in 1929, reports the N.E.A., the average schoolteacher was paid a mere \$16 a year less than the average business employee. In 1944 the difference had jumped to \$464!

"Oscar" Goes to High School.—To encourage youthful (and hopeful) would-be movie makers, the Audio-Visual Aids Institute will award an "oscar" for the best film, 100 feet or less in length, planned and produced by junior or senior high school students during 1947. Young people interested in competing for this honor should ask their faculty adviser to send for an entry blank from Dr. Grace E. Ramsey, American Museum of Natural History, New York City 24, before May 15. The 1946 award went to students at George Washington High School, New York, for the film *Emphasis on Science*.

A Modest Request.—Despite all the revolutionary labor-saving appliances now on the market for homemakers, the American Home Economics Association has found out that women still haven't got what they want most of all in their kitchens: heat-resistant handles and knobs on their pots and kettles. Apparently this trifling matter has so far been overlooked by our ingenious inventors.

Cold Comfort.—One of the newest anesthetics being tested by the medical profession is also the simplest: cold. Doctors have discovered that if an injured or diseased part of the body is chilled until numb, the patient will feel no pain and have no shock afterward. Furthermore, cold retards infection and reduces swelling. The method also works well as first aid. A badly cut finger, for example, can be "preserved" in ice for hours if the doctor cannot come immediately.

Life-Can-Be-Beautiful Items.—Scientists are busy nowadays enhancing our enjoyment of the things that please both eye and ear. Here are two recent developments: (1) A group of university men have found a way to outwit nature by spraying fresh flowers with a filmy coating that keeps them from fading for months. (2) A young sound engineer has designed an electronic device that will eliminate all surface noises from phonograph recordings and can be attached to any type of machine.

New Schools? Where?—Of the 73 million dollars approved by the CPA last fall for nonresidential building construction, only 4.5 per cent was to be used for schools and churches.

Married but Homeless.—Peter the Pumpkin Eater and his oddly housed wife were perhaps not so unfortunate after all. At least they had privacy, while today, according to the U.S. Census Bureau, one newly married couple out of every five must live either with relatives or in a rented room.

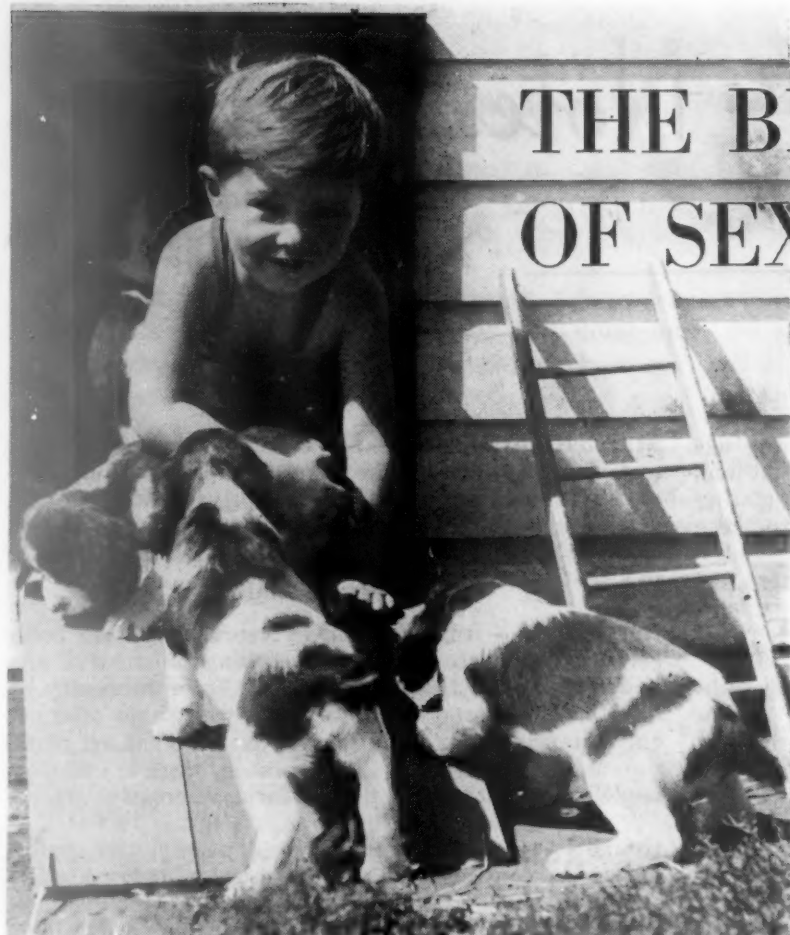
Artists All.—Rural teachers in Nebraska are now being given a chance to study the teaching of creative arts under a grant of \$6,000 made to the state university by the Carnegie Corporation. Six-hour workshops offer not only intensive training in how to use different art materials and techniques but also laboratory work in painting, modeling, handcrafts, and other forms of creative art.

On the Average.—That mythical person, the typical American, continues to be the subject of every kind of statistical survey. It has been discovered, for instance, that he gives only 1.5 per cent of his income to churches and private charities. Last year he spent \$330 on food and drink. He is better educated than he used to be, though. He has completed three years of high school, whereas his father didn't finish the freshman year and his grandfather didn't go beyond grade school.

Meals Set to Music.—An interesting addition to the ever mounting output of children's phonograph records is an album, *It's Fun To Eat*, designed to make mealtime a glamorous event in the youngster's day. There are three records, one for each meal. Their gay tunes and stories not only persuade the child that meals are fun but also make a delightful game of washing up beforehand. The album has the approval of noted educators and child psychologists.

Well-merited Esteem.—According to *Who's Who*, our new Secretary of State, General George Catlett Marshall, has been awarded medals, crosses, and similar honors by the governments of Chile, Cuba, Ecuador, France, Great Britain, Italy, Montenegro, Morocco, Panama, Peru, the U.S.S.R., and of course the United States of America.

In Common Cause.—The month of March will be an important one for the welfare of the world. Within its thirty-one days six meetings of international scope will take place on three continents. The Interim Commission of the World Health Organization, the governing body of the International Labor Organization, and the International Red Cross Committee will all meet at Geneva, Switzerland. The Council of Foreign Ministers will begin March 10 in Moscow. The Pan American Conference on Tuberculosis is scheduled for March 17 at Lima, Peru, and the United Nations Trusteeship Council will gather at Lake Success, Long Island.



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THE BEGINNINGS OF SEX EDUCATION

nerves. The baby also needs comfortable clothing that does not cause pressure or friction on his sex organs.

He particularly needs a mother who will not try to force him to save laundry at the expense of his nervous system by too early toilet training, a mother who will not punish him for wetting or soiling himself or his bed during the period of his training. By her own normal matter-of-factness she will protect him from becoming overly fastidious or from acquiring a feeling of shame toward his body and its functions.

The wise mother knows that her baby will explore everything in reach as he lies in his crib. His hands will find his nose, his ears, his feet, and sometimes—with no more significance—his genitals. This is not a sign of

original sin or an occasion for scolding. It calls for no correction other than giving him playthings that will interest him just as much as his own body does.

The Part Attitudes Play

MOST children in their second year, and until well after their second birthday, have not attained a level of vocabulary or ideas that will enable them to ask any but the simplest of questions. At this period their sex education has not yet reached the fact-acquiring stage. But they are forming attitudes, as they have been from birth. When one mother kept telling her two-year-old daughter "Don't play with the boys; boys are naughty," she meant only to protect the little girl from the rough play of neighborhood lads who were a few years older. Yet she succeeded in making the child so afraid of boys that she ran from their friendly advances. Boys and girls of pre-school age usually play happily together without self-consciousness unless some older person arouses it.

The three-year-old has acquired a vocabulary of some hundreds of words and is usually a little

WHEN the mother of three-year-old Mary remarked "Well, I've told her where babies come from. So *that's* over!" she did not realize that telling Mary where babies come from is perhaps one of the least significant contributions she can make to her daughter's sex education. Little Mary's sex education, and Tommy's, too, is made up of every experience that determines how they will react to the sex instinct in their lives, how they will behave in all human relationships—friendship, courtship, and family living.

The beginnings of sex education merge with the beginnings of the child's development as a social being. And such education keeps pace with the maturing of his mind and his emotions, the growth of his body, and the formation of various health habits.

The family into which a baby is born becomes his first school for sex training. He needs to be born into a home where love is waiting for him, where he will feel the security of being wanted. But he has certain basic physical needs, too. He needs to be kept clean, of course, and the external sex organs should be cleansed with a minimum of handling, so as to avoid stimulating sensitive

MARION OLIVE LERRIGO

WHEN shall we begin to tell Mr. Preschooler the facts of life, and how shall we go about it? Inquisitive and inquiring as he is, he feels he has a right to expect certain information at certain periods in his life. Is he to blame that his parents are still laboring under various misconceptions and vague ideas about his sex education? This article, the seventh in the study course "Exploring the Preschool Period," offers a sound and simple approach to the whole problem.

question box. This is a cue for his parents, who may have been wondering when to teach him the facts of life. If he is given short, simple, true answers to his questions, that is really all he needs now. But the intelligent parent knows that there are questions *and* questions. Sometimes a child asks one question after another just because of pleasure in his growing powers of conversation; sometimes he asks questions because he wants to be noticed.

By the time a child is four or five years old, his span of attention increases. He is more likely to keep a question in his mind and to ask it because he really wants the information. The five-year-old often asks the same questions he asked when he was younger. Perhaps he has forgotten what he was once told or perhaps he now needs a fuller explanation than he was given before.

Several kinds of experiences usually call forth a child's questions. He wants to know about his own body, and he learns the name and position of eyes, ears, nose, hair, mouth, teeth, and tongue. The doctor has looked at his tonsils, and so the child knows where they are. He knows where to locate his arms, legs, hands, feet, fingers, thumbs, big toe, little toe, knees, hips, waist, breast, and

ribs. In taking his bath, what could be more simple than to teach him that his genitals, as well as the rest of his body, must be kept clean? And if the child is a boy, that one part of the genitals is called the penis?

In the natural intimacies of family life, the child learns what other people's bodies look like, too, as he watches members of the family dressing or bathing. These natural ways of becoming familiar with the appearance of the bodies of men and women will help to prevent embarrassed and secretive attitudes, also excessive curiosity.

When little boys and girls playing together take off their clothes, this should not be an occasion for panic among the parents. Here is an opportunity for a natural and frank discussion between parents and children about the differences in the bodies of boys and girls, and an explanation of why people wear clothes—to protect them from weather, from scratches, and other discomforts. The fact that it isn't considered polite to take one's clothes off in public is also a good, sound reason to give children, and they will recognize it as such.

Observation Leads to Information

EXPERIENCES like caring for and rearing pets or watching a nest of eggs being hatched will contribute directly to the child's sex education. The three-year-old, however, may be only momentarily interested in knowing that his pet cat is going to have kittens. He will be much more interested after the kittens are born, when he can play with them. But the four- or five-year-old, with his longer memory, may remember now and then that the mother cat needs gentle treatment while the kittens are growing inside her body.

Perhaps he will want to prepare a place where the mother cat may keep the kittens when they are born. The fact of motherhood thus acquires greater meaning for him.

But the most educative experience of all for the little child is to learn about the coming of his own baby brother or sister. Very simple answers are enough for the three-year-old's questions on this important event: The baby is growing inside the mother. It will take a long time for him to grow big enough to be born. When he is born, he comes out of the mother's body through a special opening. There are many things to do to get ready for the





© Doris Day

baby's coming; the three-year-old can even help in some of them.

The four- and five-year-olds are ready for more mature answers. The baby is growing in the mother's womb, or uterus, which is a special place where the baby can be warm and protected and have room to grow. When it is ready to be born, it will come out of an opening called the vagina.

Children of preschool age do not usually raise the question of the father's part in reproduction. Nevertheless if the question is asked, it should have a simple, truthful reply. The baby grows from an egg in the mother's body, but it does not start growing until a sperm cell from the father's body has united with it. The chances are that such a reply will satisfy the child. Although he cannot really understand it, he will feel that his question is answered. He will not get the impression

slapped him, and spoke sharply. "Don't ask such things. Next time you'll get a real spanking!" And so the small boy was given the idea that there is something naughty and shameful about having babies.

All through the preschool years what matters most is that the little child should be forming the kind of character which will bring him into happy and satisfying human relationships. If he sees that his parents love and respect each other and their children, if harmony, cooperation, fairness, and tolerance prevail in the family, if there is a democratic relationship between parents and children—then the child is bound to develop the attitudes that form the most basic kind of sex education. This is, in the last analysis, far more important than his being taught the formal facts of sex and reproduction.

that questions about sex are to be suppressed or talked about only in secret when Mother isn't around.

What Really Counts

IF parents are able to rid themselves of all embarrassment about sex, the difficulties in answering their children's questions will largely disappear. Embarrassment can indeed lead to most undesirable attitudes that may color a child's whole conception of sex. A small boy and his mother were riding on a train with a woman friend of the mother. The boy suddenly asked the friend in a penetrating voice, "Why don't you get a baby, Mrs. Holmes? Don't you think it would be nice to have a baby?" His mother flushed,

THE BABIES, BLESS THEM

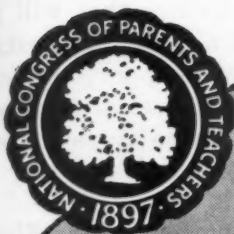
Every baby born into the world is a finer one than the last.—CHARLES DICKENS

Babies do not want to hear about babies; they like to be told of giants and castles, and of somewhat which can stretch and stimulate their little minds.—SAMUEL JOHNSON

A babe in a house is a wellspring of pleasure.—MARTIN F. TUPPER

About the only thing we have left that discriminates in favor of the plain people is the stork.

—KIM HUBBARD



FOUR-POINT PROGRAM OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

SPECIFIC OBJECTIVES

I. School Education

THIS is a time to face realities. The great inequalities of educational opportunity have long made it obvious that only Federal aid to states on a basis of need can bring about anything like true equalization. Inadequate teacher salaries, depletion of school budgets, overcrowded classrooms—these have brought about a crisis that must be combated with every resource at our command. To do otherwise is to denounce our belief in this nation's great system of free public schools and to deny our children the untold blessings of education.

1. Strengthen community support of local and state legislation to obtain adequate funds for public schools and equalize educational opportunities within the state; and unite all forces to pass current legislation providing Federal aid to the states on the basis of need.

2. Secure community support for establishing a local teachers' salary schedule beginning with at least \$2,400 a year for four-year college graduates with full professional training and increasing each year thereafter to a level of \$5,000–\$6,000 for experienced, efficient teachers.

3. Work for the establishment of conditions that will make teaching more attractive to talented young people as a life career and that will retain qualified teachers in the schools; and conduct an active teacher-recruitment drive in the community,

1. School Education
2. Health
3. World Understanding
4. Parent and Family Life Education

emphasizing the public service aspects as well as the professional advantages of teaching.

4. Encourage and give financial support to the elementary schools and high schools to modernize their programs, their equipment, and their facilities so that all children may have the best educational advantages; and advocate more active lay participation in school planning, thereby creating a more effective home-school partnership.

2. Health

THE war showed us vividly enough the effects of our negligence in this department of life. Adequate health facilities are vital to the nation and must be set up speedily wherever they are lacking. Health cannot be slighted without disaster; if we are to have a generation of healthy minds they will have to be developed in healthy bodies.

1. Cooperate in every possible way with public health departments to intensify and expand present local health services and facilities and also to spread sound health information throughout the community.

2. Instill in students and parents an understanding of the modern changes that have taken place in the professions of nursing, dentistry, medicine, and other technical fields of health service; and point out to them the advantages of training for careers in the fields of health—not only to relieve personnel shortages but to gain personal satisfaction, economic and social security, and a sense of service to mankind.

3. Study and evaluate community provisions for maternal and infant care: prenatal clinics, hospital and nursing facilities, well-baby clinics, and the like; and, with the counsel of the local health officer or department, promote action to expand or augment whatever services are necessary to safeguard the physical and mental health of both children and adults.

4. Survey community provisions for the care and education of all exceptional children, including the physically handicapped, the mentally deficient, the emotionally troubled, and the gifted; work with appropriate agencies to give these children the special training they require to attain their best development; and act to secure necessary legislation to insure such provisions on a state-wide basis.

3. World Understanding

THIS dare no longer be an empty phrase—not if our world is to survive. Ways must be found to give our children a world outlook and to instill in them the desire to strive for the common good. Certainly nothing on earth provides such a stimulus to our loftiest purposes as do the problems that face us in maintaining universal peace.

1. Demonstrate—by the way we act and the way we talk in our homes, our neighborhoods, and our P.T.A.'s—our honest belief in democratic ideals; and challenge others to pursue the same course.

2. Urge school officials to provide instructional materials and experiences that will teach American children to appreciate other nations and their contributions to our own culture—to the end that young people will truly learn the art of living well with their fellow men.

3. Stimulate every member of the community to participate fully in civic affairs and to assume responsibility for community betterment; sponsor

community projects and activities that will give different nationality groups a better understanding of one another; and provide opportunities for them to analyze the causes of senseless fear, prejudice, and hate, and then devise ways of overcoming them.

4. Uphold the enduring power of the United Nations, particularly UNESCO, to lay the foundations of world-wide unity and peace; and organize study groups to discuss the structure and functions of the United Nations and its international agencies.

4. Parent and Family Life Education

WHERE home is a place in which a child finds security and wise direction, and in which the parents themselves find joy and satisfaction, there juvenile delinquency cannot take root. The firmest foundations of character and courage are laid in the home. This is a principle we must never forget or neglect.

1. Conduct much needed lay-leadership training programs to supply leaders for parent-teacher study groups and use to better advantage the professional workers in the community who are available for consultation guidance.

2. Expand present parent education programs to include the organization of preschool sections; the sponsorship of nursery schools, day-care centers, preschools, and adult counseling agencies; and the active support of adequate housing and other improvements that raise the standards of family life.

3. Organize lively forums, institutes, and conferences that will bring specific action to bear on juvenile delinquency, divorce, and other disintegrating forces in modern family life; and promote better and wider use of *National Parent-Teacher: The P.T.A. Magazine*, which gives parents the knowledge and skill needed in the practice of the profession of parenthood.

4. Urge school officials, in both rural and urban areas, to introduce or extend courses of study in homemaking, family relationships, and personal growth for both boys and girls; and cooperate in planning group activities that will help build youth's feeling of self-respect.



NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTOR: HARRIET E. O'SHEA

Associate Professor of Psychology, Purdue University

● *My wife and I do not know whether or not to put our little girl in nursery school. She is two years and three months old. My wife loves having her at home. I myself wonder if parents are not deserting a two-year-old, so to speak, if they send her away so early. Some of our friends, however, say that nursery school has been splendid for their children. Is there anything this experience can do for a child that devoted parents cannot do?*

YES, there is one thing of vast emotional importance that a nursery school can do for a child and parents can never do at first hand. We all know how fundamentally necessary it is for every human being to learn to stand on his own feet in security and contentment, without having to be protected or assisted by his mother and father. Many adolescents who have missed this important phase of emotional education very pathetically go to pieces when they are sent to school away from home or, later on, when they get a job in a

different town. Amazingly enough, the best time for any child to begin establishing his own self-reliance is when he is two years old.

A good nursery school can give a very young child experiences in being happy and self-reliant and in carrying on his own affairs *away from home*. After all, no home, even the finest, can do that.

It is also true that a home cannot provide, in and of itself, ten or twelve other children who are within a year or a year and a half of the same age. Many careful, sympathetic studies of little children have shown that the person with whom a youngster can learn the beginnings of cooperation is the one whose mind works just as fast or just as slowly as his own, whose muscles coordinate just about as well as his do, and whose interests are the same as his own. With a playmate of her own age, for instance, your daughter will be con-



© Ellis O. Hinsey

tent to spend ten minutes or more just filling a pail with sand from the sandbox instead of having to watch her five-year-old brother build elaborate tunnels and houses.

In other words, a nursery school can give a child those precious early experiences in understanding, liking, and dealing with other human beings on equal terms, in a way that most homes cannot quite manage.

It is very important, however, to select an excellent school where the teachers have had special nursery school training at a college or university. Also there should always be at least two teachers, not just one, and there should never be more than about eight children to a teacher. If there are older children in the nursery school, they should be off in a room by themselves, not in the same group with the two- and three-year-olds.

The teachers will watch their charges quietly, ready to help them with their simple games and pastimes. They know that no two- or three-year-old will play very long at one thing. And they know too that children of this age do not do things in large groups, as the five-year-olds may do.

Parents can also learn a great many interesting things about children when they place their child in a nursery school. Furthermore, they will have a chance to cooperate with the nursery school teachers in understanding this one special child and fostering his or her development both at school and at home.

- *Aren't there times when you have to make a child do things whether he likes to or not, so that he will be safe? But how can you make him? I spank my three-year-old son every time he runs into the busy street in front of our house, and then when I am not looking he will do it all over again. Can I teach him to realize how dangerous this is?*

IT is very difficult for us grownups to remember that a child must repeat an experience many times before he has learned it. The younger he is, the more repetitions he must have. In addition, a vast amount of evidence shows us that a three-year-old child actually does not see and understand the world as adults do. For this reason he does not sense, and perhaps cannot fully comprehend, what is so obvious to us—that he may be seriously injured if he runs into the street.

For example, it has been found that children even several years older than your son believe everything that moves is alive. A child of three thinks that the sun and moon and clouds and a stream are all living things. In the same way he almost certainly does not realize that something which stands still and never moves, like a tree, can be alive. To return to the problem of real danger,



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then, the question is how well the child can understand the situation and how many times he needs to be helped constructively through an experience in order to have it fully established.

As soon as we try to go ahead in our thinking about these two points, we run into two other issues that we need to consider. If a young child must repeat an experience many times before he learns its significance, his mother must manage, amid her household duties and her community responsibilities, to give her child the time he needs for that learning.

That is the first issue. The second can be summed up this way: Suppose we could make a child thoroughly frightened of the street and thus keep him out of danger. What would happen to his growth and development as a well-adjusted person? We might even ask which child is safer, as he grows older, the one who is afraid or the one who has acquired useful habits of conducting himself in traffic and is perfectly serene and confident? All the various kinds of workers who help people to get over mental illnesses report that every person who has had a mental or emotional breakdown is afraid of something. Is it not, therefore, wiser and much more economical not to start out by making a child afraid?

As we consider these two points, perhaps we can integrate them into a direct answer to your question. It might run something like this:

A three-year-old boy will greatly enjoy walking

out with his mother to the curb and will understand her when she says, "This is as far as we go; now we go back toward the house." Since this is a life-and-death matter for the child, perhaps such an excursion should have a priority rating. Other adjustments in the household schedule can be made while the mother, and sometimes the father, takes as many as fifteen trips a day with the three-year-old—out to the curb and then back again, in a pleasant, sociable manner. The child can admire the cars going past, while his parents remark day after day that the street belongs to the cars and the grass and the sidewalk belong to him.

After several weeks the child may enter upon a kind of advanced course, in which he and his mother or father play with a ball as they walk along. Now and again they let it roll into the street. After they have pursued it as far as the curb, they let it go and calmly turn toward home once more. Such simple, agreeable experiences with his parents will eventually make the three-year-old perfectly reliable. He may even tell other children not to go into the street, "because children stay on the sidewalks."

The child who has thoroughly learned this lesson under natural, friendly circumstances *with* his parents will never run out into the street when he thinks his mother is not looking. He will not need to try to exert power over parents who have exerted power over him. And because he is not resentful at a grownup three times his size who has punished him, he does not wish to get revenge by annoying that person.

Really to educate a three-year-old so that he will be safe from harm takes time, a great deal of time, but what in one's daily schedule is more important than his child's safety?

● *It seems to me that my husband is very cross and irritable with our son David, who is eleven years old. He has actually never been very congenial with David, although he seems to get along well with Sally, who is thirteen. It hurts the boy, I am sure, to have his father so sharp with him. Is there anything that I can do about it?*

YOU are entirely right. It does mean everything in the world to a boy to be able to count on his father and to be on close and friendly terms with him. There are so many possible reasons why your son and your husband are not warmly cooperative that perhaps we can only suggest some of them here. But let me answer your question first—again with suggestions.

It may be you can find a way to plan pleasant

things that your husband and son can do together by themselves. Also, when you and your husband occasionally talk about David's hopes and needs and problems, you may be able to mention the boy's charm and point out to your husband how desperately any lad needs a father's backing and approval.

If you yourself can think of some of the reasons why the boy irritates his father you may be able to get an inspiration for remedying the situation. Perhaps your husband is not very sure of himself and thinks he sees all his own shortcomings in his son. In effect, he may be trying to force out of his son those faults that he wishes he could force out of himself. Very likely the shortcomings are imaginary, but even so he could react this way.

Perhaps, too, there is a little secret tug of jealousy which your husband does not understand but which makes him feel that his son is taking up too much of your time and attention. If you think this might be the case, you could arrange some interesting things for your boy to do with his own friends so that you and your husband could be together more. Undoubtedly that would help your husband feel more kindly toward the boy.

Do you have any knowledge of how your husband got along with his own father? Did he by any chance have a father who was severe and demanding or one who made fun of him? Did he grow up in a family where only girls counted, not boys? If he had any of these experiences, possibly in some intricate way—without of course knowing it himself—he is punishing his son for being a son instead of a daughter.

Or it may be that your husband does not believe he is as successful as he should be in his business or profession. He might be so afraid that he will not contribute enough to his son, and so uneasy about not being a fine enough model for the boy, that in spite of himself he acts as though it were the boy's fault.

Maybe none of these things have anything to do with the situation between your husband and your son, but questions like these may give you some insight into what the trouble really is. If you cannot arrive at any constructive solution and if you and your husband cannot find a way to work out the problem together, I suggest you go to some wise counselor in your community—a psychiatrist or clinical psychologist or psychiatric social worker. It should be a person with whom you and your husband could analyze the situation in a completely protected, private manner. Both your husband and David would benefit—not to mention you and your daughter.



NEW EDUCATION

For a New Age

LONG ago there lived in Greece a renowned philosopher, Diogenes. He is remembered well in story because he sought so long and so patiently, with the aid of a lantern, to find an honest man. But his fame is not restricted to this somewhat humorously undertaken escapade. He was also responsible for these serious words of wisdom: "The foundation of every state is the education of its youth."

The last decade and a half of world experience has demonstrated the truth of Diogenes' words. It has likewise demonstrated what a powerful influence education can be, especially when it is misdirected. Witness Germany and Italy and Japan. The gruesome evidence lies in the exhaustion of resources on two continents, in acres of battered land and ruined cities, in stricken homes, and in the seared hearts of many.

With the coming of peace, thoughtful men and women are once more giving attention to the contribution that education can make to better living and a better world. Since primitive times, education has been man's chief instrument for attaining

social and material benefits. What its function shall be in this new age, however, rests with the people of each nation.

What shall be the function of education here in the United States? Let us think of such a function in terms of four broad areas: education for social change, education for technological advances, education for leisure-time pursuits, and education for world understanding. In considering each of these areas let us think not only of the education of youth but of adult education as well.

Making Students into Citizens

NOW that the war itself is over, we the people are beginning to realize that peacetime problems, like wartime problems, are such as may "try men's souls but test their genius also."

On the immediate horizon there appear several significant potential social changes. Among them one might mention proposals for universal military training, for varying forms of group or socialized medical care, and for enlarging the scope of citizens' social security; problems concerned with workers' wages and management profits, with possible unemployment, and with inflationary trends; relative emphasis on nationalism and internationalism; and many other similar issues.

The ultimate solving of these current proposals and vexing problems cannot be left to Congress and the state legislatures alone. They are matters on which the ordinary citizen must do some intensive thinking. Theodore Roosevelt once said, "A good citizen is one who can carry his own weight in a democracy." If this is true, it assumes



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BUILDING a curriculum equal to the task of liberating the highest powers, mental and spiritual, of our children and youth—this is at once the biggest challenge and opportunity confronting America's educators today. Are they equal to the task? The educator-author of this article, believing they are, proposes some well-considered suggestions.

ROBEN J. MAASKE

that individual citizens, now and in the future, must first be educated—or must educate themselves—to understand their nation's problems, to weigh the merits of whatever solutions are proposed, and then to act accordingly.

This means, in short, that modern education must place renewed emphasis on the civic duties of the individual. Not only our schools and colleges but also our adult educators must teach the facts and attitudes that make for good citizenship. Only in this way can we be reasonably assured of an enlightened and constructive approach to community, state, and national legislative policies and actions. Hence the need for clear-cut programs of citizenship training in all our educational institutions.

Keeping Pace with the Machine

MOST of us quite generally recognize today that in the United States technological progress has far outstripped social progress. In this country of almost unlimited natural resources the evolution of science has progressed rapidly. It amuses us to look back and find that in 1840 someone urged the closing of the U.S. Patent Office because all worth-while things had been invented. Fifty years later many physicists agreed that all knowledge of the physical sciences had finally been mastered. Yet in 1895 Roentgen discovered the X ray; in 1896 Becquerel, working with uranium, started the science of radioactivity, to be followed by the Curies, Einstein, Millikan, and now the constellation of atomic scientists.

Under the pressure of war and with practically unlimited funds for research and experiment, we have continued to make remarkable advances in industrial and mechanical improvements. We have discovered that many war-produced inventions can be well adapted to peacetime use. They are already taking their place in the economic scheme of this postwar era. Even the average citizen is familiar with the present application of such discoveries as radar and with the much heralded possibilities of jet- and rocket-propelled transportation by air.

Meanwhile in factories, shops, industrial plants, research laboratories, and on farms, the pressing

shortage of labor has produced countless time- and labor-saving inventions. For example, the mechanical cotton picker now being perfected will replace, by conservative estimates, a million and a half workers.

Such developments, however, do not necessarily mean unemployment on a large scale. With the relatively fewer numbers of men required in the production of consumer goods will come a need for more workers to distribute these goods. There should be greater opportunities, too, in recreation, education, and similar service areas.

What we really need is not less science, less invention, fewer labor-saving devices, but a more intelligent use of them, coupled with straight thinking in the realm of human relations. We need the same kind of skill in managing people as we can now use in managing atoms. Consequently the task of education is not limited to developing scientists and technicians, stimulating technological advances, enabling more people to live pleasant and comfortable lives. Rather, the task of education is to develop in all Americans a broad, humane point of view, so that we may incorporate these technological advances into the complicated social structure of the nation without wrecking it.



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Enjoying Those Hours of Leisure

THE current trend toward a shorter working week, longer vacation periods, an earlier retirement age, and a higher minimum age for the employment of youth implies a greater need for education in the use of one's leisure hours. This type of education includes not only a specific training in constructive, wholesome pastimes outside working hours but health and character training as well. If additional hours of leisure will serve only to give Mr. Citizen more time for questionable amusements, parties, and an endless search for artificial excitement, leisure may turn out to be less a blessing than a curse.

There are those who predict that man's life may soon be extended to around a hundred and twenty-five years. Although this may seem a dream-inspired exaggeration, it is nevertheless true that the lifetime of human beings is gradually lengthening. Thus the average person may look forward to a number of active years after he has retired from his business or profession. How he will pass his time during those leisure

years depends on his store of personal resources.

The task of education in this area is, clearly, to build that store of resources. In the preparation of the future citizens now enrolled in our schools, more stress must be laid on the development of interests and abilities that can provide stimulating activities throughout adult life. We might name only a few of the hundreds of possibilities: skill and taste in art, music, and other esthetic fields; hobbies, recreations, and sports that demand mature intelligence and ability; and, above all, a permanent interest and discrimination in the vast field of literature.

True, some attention has always been given to these matters by our schools and colleges, but the emphasis needs to be placed on the tremendous value of such pursuits in adult life.

Attaining World Stature

A PREREQUISITE to the success of the United Nations is a common, world-wide recognition of its worth and its admirable purpose—combined with an earnest effort by the peoples of every country to understand sympathetically the traditions, aspirations, and customs of all the other nations.

The schools and colleges of America must direct their curriculums toward this end. In geography, history, and the other social studies they must strive to instill a better and deeper understanding of the problems of neighbor nations. Courses in economics, sociology, and world history can stress the interrelatedness and interdependence of all countries. And music, art, and literature can be so taught as to help students appreciate the culture, philosophy, and temperaments of other peoples. Always the goal should be a sense of world

citizenship, a general concern for the well-being of the world community.

Out of this education should come an unswerving desire for peace, even though achieving that peace may demand real sacrifices. Most of all, our young people should learn to see peace as much more precious and important than economic and nationalistic pride. They should—they must—learn that selfishness and the will to power are no longer sufficient for survival.

General MacArthur summed up the issue in a few moving words at the Japanese surrender ceremonies: "Military alliance, balances of power, the League of Nations—all in turn failed. . . . We have had our last chance. If we do not now devise some greater and more equitable system, Armageddon will be at our door. The problem involves . . . an improvement of human character that will synchronize with our almost matchless advance in science, art, literature, and all material and cultural developments of the past two thousand years. It must be of the spirit if we are to save the flesh."

In a world so recently ablaze with bloody passion, with nations grappling furiously for survival, there exists among thinking citizens everywhere a feeling that all this cannot have been in vain, that out of so cruel a conflict must surely come some promise of permanent peace, some measure of tranquillity.

Down these various avenues, then, education in the United States can and should lead the way for education in all nations. Our people should be ever mindful that education must be conceived of broadly. It is not a propagandistic device for furthering the self-interest of evil-minded men but a democratic process dedicated to the achievement of the greatest good for all peoples.



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BEATRICE SEGSWORTH KITCHEN

of his illness, many questions come to her mind, and many fears plague her.

A child grows so fast in every way—not only in body but in mind, in emotions, and in spirit. Will that all-round development, she wonders, be retarded while his body is being carefully nursed back to health? Will he be happy? Will he have to fall back a grade in school? Will he have a chance to pursue his hobbies and his friendships? What about his religious training?

These are some of the questions every conscientious mother would like to have answered to her inner satisfaction before her child enters the recommended institution. She hopes to be reassured so that she may with confidence do her part in making his long convalescence time gained, not lost.

Happily the best modern institutions devoted to the long-time convalescent care of children realize, both in theory and in practice, that a child is a whole person, with many different needs. They know that all the varied aspects of his development must be planned for while his damaged heart and health are being rebuilt. As a result, many a mother is often heard to say, after visiting her child, "He's so happy and content. I can't believe it. He seems so busy and interested!"

While Nature Makes Repairs

SHARON SANATORIUM at Sharon, Massachusetts, is one of the institutions that provide not only excellent medical and nursing care, adequate rest, good food, and abundant fresh air but also the other essentials of normal growth—educational, social, and religious.

There on long outdoor porches, in a room separated from the others only by glass, two children

THE crisis is over, and the child stricken with rheumatic fever is now safely past the acute stage. But Mother, still a little anxious and fearful, seeks some reassuring knowledge about the youngster's long convalescence. If he is sent to a sanatorium, as the doctor advises, what will happen to his mental and emotional growth while the small body regains lost strength? The author of this article supplies all the information needed to instill both confidence and hope.

Recovering from Rheumatic Fever

EIGHT months to a year in bed for my child? And away from home in a hospital? Oh, no!" The heart of many a mother whose child has had rheumatic fever, chills with that thought. She has been assured that this is the only way to bring him back to health, but she finds the prospect hard to face. What will happen to her child during such a lengthy separation from his home, his family and friends, and his accustomed routines? Though she has confidence in the doctor who has brought the child through the acute stage

share routine care and everyday happenings. The friendships thus developed sometimes last long after the youngsters have returned to their families and old school friends.

Days are full; the recreational therapist on the staff sees to that. She works constantly toward broad, important goals, teaching the children how to enjoy play as well as how to play games; to acquire a pride in good workmanship as well as to make things for themselves and others. She encourages hobbies already under way and helps to initiate and promote individual interests, especially in the underprivileged child whose life has left him too little leisure for the development of self-knowledge.

Many of these young patients will have to lead less hurried, less active lives than children who have not been ill. Hence a golden opportunity lies in the hands of the staff to help each one find some absorbing interest that can now take the place of more strenuous activities—and perhaps open up new vistas for the future.

Later in their stay the children who are allowed "time up," in carefully supervised amounts, learn to play more active games and to become, once again, participating members of a group. It is interesting to find that their experiences with outdoor pastimes differ—interesting, too, to watch these experiences expand as youngsters from many different places learn to share each other's enthusiasms. Children in the same community often know only a few games and play them endlessly, but both skill and knowledge are increased when children from many city neighborhoods play together as they do here.

School Becomes a Privilege

AND what of their education? Will these children, kept away from their classrooms for reasons of health, be deprived of schooling? No, indeed—not in Massachusetts. Here and in a few other states the children in such an institution as Sharon Sanatorium are provided with a teacher from the public school in the town. The expense is pro-rated to the children's home community. Not just any teacher will do, either. She must have had special training and must also have a great and real love for children, sick children in particular. Hers is the expert skill of helping the sick child make an effort to learn without pushing him beyond his physical capacity.

School is a pleasure to these children. The hours of study are looked forward to each day, and the teacher is welcomed with eager smiles. There is seldom a question of discipline, for the children

are so happy to be catching up or keeping up with their friends at home that they seldom get into mischief. But should Dick or Sue require punishment, the threat to omit classes for a day usually brings quick results.

Lessons are given either in the schoolroom in the morning—for the children who are up three or more hours a day—or in the afternoon at the bedsides of children still on complete bed rest. Each child begins wherever he left off at the onset of the acute attack of rheumatic fever. Often it is necessary to go back even further, since the child may not have been well enough to grasp his lessons for some time before his parents or teachers realized that he was ill.

For this reason grade assignment means little to a good many of the children. Ralph, for example, came to us in April with a card that said "Grade Two"; we found, however, that for a year he had attended irregularly and had missed nearly everything the teacher had taught. Being a bright enough lad, he progressed rapidly when he felt better and made up all his lost work. We were pretty proud of Jacky, too—Jacky who had been ill at home for several years but through his own efforts covered the sixth and seventh grades in one year.

Since no two children were taken ill at the same time or have lost the same amount of learning, each child's lessons are planned individually. He progresses as fast as he is willing and able to work. At Sharon most of our children return home "at grade," regardless of how much time they might have lost previously. Many of them thrive under individual instruction and go back to their public or parochial schools better able to carry on a full program than the child who has not had to rest for a while.

Religious life is not neglected, either. Prayers—"each in his own tongue" and creed—are a part of the going-to-bed routine. Regular visits by priests and ministers of each child's own church provide for confession, communion, and religious education. The whole staff, too, has a deep appreciation of the place of religion in their own lives. Understanding and tolerance among the three great religious groups—Catholic, Jewish, and Protestant—come to the children as they live, work, and play happily with those of other faiths and races.

No Dictators Allowed

MANY mothers are astonished at how easily their Edwards and Shirleys learn to conform to the routine: resting, eating what they are given, taking their medicines without a fuss, submitting quietly to blood tests, and staying in bed until the

Note: The illustrations in this article are from photographs taken at Sharon Sanatorium and were supplied by the author.

happy time when the doctor says they may be up half an hour a day for the next week. At home one sick child may become the tyrant of the house, making slaves of the others and in general ruling the roost, as spoiled children so often do. His mother finds it difficult to enforce the necessary rules, and he clamors to be the center of everyone's concern long after the acute stage of his illness is over.

But in the institution the little tyrant is only one of many others, all under the same régime, and rules are impartially administered. Everyone rests and everyone has baths, food, and medication on schedule, so there is no use to fuss and howl for special attention or for five minutes more before turning out the light. The personal tastes and wishes of the child are never neglected, but the main structure of his day is carefully planned for his best health and development. He soon learns to be content as one of a group rather than as the self-centered monarch he frequently becomes at home.

Although the children adjust rather quickly to being away from home among people who love them, it is always a little difficult for a parent to accept the idea of his youngster's being contented during this enforced separation. Often parents unconsciously want their children to cry for them, and sometimes this very desire provokes the longed-for tears.

This is not true of all mothers and fathers. It is not true, for example, of those who have learned that their child is a person in his own right who must and can accept life away from them. These are the mothers and fathers who will have cause to rejoice in their children's all-round progress, while giving nature a chance to make young bodies whole and healthy once more.



GOLDEN JUBILEE HONOR ROLL

NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

THE Golden Jubilee Honor Roll grows by leaps and bounds! Twenty-two state congresses are now on it. The state branches listed below have already surpassed their *National Parent-Teacher* subscription records for last year. In other words, these states sent in more subscriptions during the past *nine months* than for the *entire* twelve months of the preceding year. The honor roll state branches and their gains in subscriptions are:

Alabama	738
Tennessee	490
Iowa	487
Mississippi	423
Louisiana	231
Arizona	182
Oregon	161
Florida	152
Missouri	100
Connecticut	83
Hawaii	70
Nevada	56
North Dakota	48
Massachusetts	42
Colorado	40
Rhode Island	39
South Dakota	30
Kentucky	28
New Hampshire	15
Indiana	12
Wyoming	4
Maryland	3

We have assurances from many of our other state congresses that they will be on the honor roll before the April issue goes to press!

Poetry Lane



A Night of Full Moon

"Oh, how I'd like to have that moon!"
Little Boy said,
"But I don't s'pose *you* could reach it—
It's so high over your head!"
Then I suggested that stilts might serve,
But he gave his head a shake.
"Oh, no! You have to be careful of moons,
Because moons break!"
"What makes you think moons break?" I asked.
His eyes were pools of surprise.
"Why, haven't you seen *the pieces* of moons
Falling down the skies?"

—MARION DOYLE

On Prematurely Dropped Apples

Apple tree, lullaby,
May I your younglings swing?
Glass globes of tingling sap,
Delicate, loitering,
In drowsy swaying, sleep.
Apple tree, guard and keep!

Bowed apple tree, take heed,
As a queen curtseys, mute,
Ceasing at last to need
Sweet burden of your fruit,
You drop it to the ground
Without one sound.

Apple tree, I cry shame!
A magic harvest lost.
You left fair skins to bruise;
You counted not the cost
Of unclean wasp, smug ant.
Now you are in want!

—LAURA BENÉT

Homecoming

Climbing the heaven of a hill
Between the lost and the unfound,
Companioned by one whippoorwill
And crickets grinding small and shrill
The crusts and crumbs of sound,
I hear your voice break through the bars
That keep winged notes confined;
Then to that darkness, starved for stars,
Comes Light that mutes the mind.

—LOYD HABERLY

Disillusionment (j. g.)

What's the matter,
Little fellow?
Why this pained and
Angry bellow?
That gay balloon you
Prized so much
Has just escaped your
Prideful clutch?

Well, if it's any
Consolation,
You've company in
Your frustration;

Many an older,
Bolder grip
Has grasped a dream—
And let it slip.

The bitter truth is
Briefly told:
Balloons and dreams are
Hard to hold!

—ROBERT G. PECK, JR.

No Tool for Understanding

Life has touched her lightly where she stands.
Her quick and childlike smile, the uncreased hands,
Bespeak a circling dearth of high demands.

Never has she fallen down to pray,
"Please, God in Heaven, take this cup away.
I have not strength to drink this draught today."

Never has she kept the watch alone
Till dawn—a sick child's hand within her own,
Flesh of her quivering flesh and bone.

With tools like these, she makes a pretty shift
Of living—her bird, her house, a proper thrift,
A letter to a friend, the wrapping of a gift.

A pleasant little person; in her way even kind.
But do not be misled. You will not find
The comprehension which you have in mind.

She has no tool, no crystalline compassion
Wrought in fire; and to you, oppressed and ashen,
She can but murmur what is passing now for fashion.

Yet do not judge her harshly when she brands
Your grief as nothing, or agreeably reprimands,
For life has touched her lightly where she stands.

—CATHERINE LEMASTER ECKRICH



WHAT'S HAPPENING IN Education?

● As program chairman of our P.T.A. I'm interested in obtaining the materials on intercultural education which you described in the October issue of this magazine. Where may I write for them?

To the Bureau for Intercultural Education, 1697 Broadway, New York 19, New York. If you ask for their list of publications you will receive a well-organized guide to the best literature, "For Community and School Educators." There are ten references under the heading "What Some School Systems Are Doing," describing reports from Philadelphia, Cincinnati, Detroit, and a number of smaller towns.

Last week there came to my desk a new booklet that sheds much light on this very present problem. It is called *Promising Practices in Intergroup Education*, and it summarizes the experiences of 152 public schools in Detroit. These schools tried many kinds of attack: the study of contributions by leaders of minority groups, the precept method, the factual approach, and so on.

The shortcomings as well as the plus factors of each method are cited. For example, among the drawbacks to the factual approach are these: "American textbooks generally fail to include materials which give fair and adequate treatment to minority groups; many teachers do not have the time or the background to supply the gaps in information left by texts; while a great deal of pamphlet material is available, much of it is too difficult."

Detroit wisely concludes that there is no one answer to the question of education for tolerance, but the booklet does make the following recommendations: (1) that each program be adapted to distinctive school needs; (2) that the teacher should be clear about the purpose of every activity; (3) that the by-products as well as the direct outcomes should be observed; and (4) that there should be a careful evaluation of the program to find out whether it works.

Since the schools are our main line of defense for practi-

cal democracy, it is good to see these tested bulwarks being built by high-minded teachers and laymen.

● Are there any films available that will teach young children lessons in cleanliness and neatness?

YES. Young America Films has a new film on a day in the life of a child that does just this very thing. And does it very well, too.

● I have seen numerous references lately to driver-training courses for high school students. Where can our P.T.A. find out more about such courses? Does driver training really work with young people?

THE driver-training idea is spreading very rapidly. I am told that more than a thousand high schools have driver-training instruction, using cars supplied by local dealers. The plan calls for the loan of a car to a school specifically for training purposes. Later the car will be sold as a demonstration model.

National automobile manufacturers are backing a movement for the broad expansion of this program as soon as more cars come on the market. To learn the new developments, keep in touch with your local dealers.

For information on how to set up a driver-training program in your school, write to the Safety Education Commission of the National Education Association, 1201 Sixteenth Street N. W., Washington 6, D. C. A new document on this subject will be off the press by the time you read this column.

To your second question the answer is definitely

THIS department, which made its first appearance two years ago, again brings to the parents of America's children an up-to-the-minute account of current educational trends and the future practices toward which they lead. Our readers are cordially invited to send their queries to "What's Happening in Education?" in care of the *National Parent-Teacher*.

yes. Driver-training courses do cut down accidents by a large percentage. Young people *can* learn to drive safely, even though their present record is abominable. In North Carolina high school boys and girls drive many of the school buses, and their safety record has become a model for the entire country.

- Our school system gives "alertness" credits to teachers for summer travel. I have been hoping to go abroad as soon as conditions permit. Will it be possible for me to get to Europe during this summer vacation?

THE State Department may have an official answer for you before this appears in print, and almost certainly it will be "Yes, you may have a visa if you have already arranged for return passage." The Department will make this proviso because of the heavy demand for accommodations from Europe to the U.S. Your local travel agent can tell you whether you will be able to book a round trip.

I hear that colleges and universities in France, Sweden, and other countries will hold summer sessions that can be attended by American teachers. If you go, be prepared to pay inflation prices and endure living conditions that may seem rigorous judged by American standards.

- A newspaper in our city has made an attack on the schools for failing to teach children to read and write. It has described various tests showing young people's deficiencies and quoted several professors who say that college students cannot read well. What is the truth behind this issue that seems to come up so often these days?

THE truth might take a book and still not be the whole truth. More than a scrap of it, however, appears in a report of a three-year study made by a committee of the National Council of Teachers of English.

The gist of the report makes you think of Mark Twain's remark on the weather—that everybody complains about it but nobody does anything about it. Professors complain about the shortcomings of their students, but do they take time to work with high school and elementary school teachers on a plan to improve the teaching of reading? No, they do not. State and city superintendents often declare in courses of study that "the language arts program should be conceived as a continuous, articulated whole from kindergarten through the twelfth grade." But do they articu-

late it? Well, hardly ever, says the English Council report.

Of 165 school systems questioned in this study, 80 admitted that their high schools did not cooperate with the elementary schools or colleges in planning English courses.

Do high school English teachers think their students read, write, or speak well? A chorus of noes. Do they do anything special about it? Three fifths confessed to no plans or courses to help the deficient. Their argument: How can a teacher who is instructing 169 to 220 pupils a day take time for remedial work with those who need it? (How indeed?)

Amanda M. Ellis, chairman, gives these suggestions growing out of her committee's study:

- Limit goals. Don't try to teach everything.
- Reintroduce word study where it has been dropped.
- Plan definite, specific courses in the reading and writing of English from kindergarten through college.
- Define minimum standards
- Tighten grading. Refuse to give passing marks to written work that does not reach minimum requirements.
- Lighten the loads of English teachers so they can give more attention to the problems of the individual student.

- We want to promote international understanding among the pupils in our elementary school. Can young students exchange letters with boys and girls in other countries? If this is practicable, how do we locate children with whom exchanges can be arranged?

YES, letter exchanges by children in the grades are quite practicable. I have recently seen a list of agencies that undertake to supply the names of children in foreign countries, usually asking a small fee for each name. If you will write me in care of the *National Parent-Teacher* I'll be glad to send you the list. The various exchange agencies often specialize in certain countries or certain grade levels, so you would do well to pick the agency most suitable for the pupils in your school.

Of course, the Junior Red Cross has been in the exchange field since the end of World War I. This organization, however, fosters the exchange of cooperative booklets rather than of more personal correspondence.

The new low air-mail rates should greatly facilitate student letter exchanges. In the past the long waits between letters often made the pupils lose interest in their friends across the sea.

—WILLIAM D. BOUTWELL



AUDIO-VISUAL METHODS IN TEACHING. By *Edgar Dale*. New York: Dryden Press, 1946. \$4.25.

EDGAR DALE, our former national Visual Education chairman, has written the most comprehensive and detailed work yet published in the field of audio-visual education. It is—as any teacher, pupil, or parent will readily admit—a most exciting field, and Dr. Dale has made his book equally exciting. Two hundred illustrations of immense variety enliven still further a most stimulating text.

This does not mean, however, that entertainment is Dr. Dale's chief aim. He has organized his discussion of this many-faceted subject into three solid sections. Part I tells why audio-visual materials are effective, and that "why" is firmly rooted in a sound knowledge of psychology and the learning process. Part II describes all audio-visual aids, not only materials but experiences—field trips, dramatizations, demonstrations, and a myriad of others. Part III applies the preceding information to specific subject-matter fields: arithmetic, social studies, literature, and science.

P.T.A. visual education chairmen should make a point of having this fine book constantly at hand. They will be especially grateful for its lists of source materials and other helpful suggestions.

GROWING TOGETHER. By *Rhoda W. Bacmeister*. New York: Appleton-Century, 1947. \$3.50.

HERE is a book that could be read with profit by everybody. It should certainly not be missed by anyone who has anything to do with training children.

Mrs. Bacmeister starts out by dividing childhood into five periods: infancy, nursery age, primary-school age, "big child" age, and adolescence. She is careful to explain, however, that this division is an arbitrary one, that changes in growth are neither sudden nor sharp. "Thank Heaven we are not cut to a pattern, for in variation lies the possibility of progress." But "by knowing some of the characteristics usually found at various ages, a parent may get a sort of perspective, which helps him to understand and interpret the needs of his own child better."

It is this perspective and this understanding that one derives from the chapters that follow. Part One goes on to consider, simply and sympathetically, discipline, first loyalties, learning to think straight, experiences with science and nature, and family recreation. Part Two discusses the relation of the child and his family to the community, the nation, and the world.

In the final chapter, a thoughtful presentation of how the better world may be built, is found Mrs. Bacmeister's own heartening credo: "Whatever broadens, deepens, or

enriches human personality and renews human strength and joy in living is fundamentally right and good. The ideals that guide family life are likely to become the ideals of the children. To build family life strong and free and beautiful is to lay a real foundation for the brave new world."

RHEUMATIC FEVER: CHILDHOOD'S GREATEST ENEMY. By *Herbert Yahraes*. Public Affairs Pamphlet No. 126. New York: Public Affairs Committee, 1947. 10 cents.

EACH YEAR in New York City an average of twelve hundred children die of rheumatic fever. Like polio, rheumatic fever strikes silently and kills or cripples. It attacks children of school age, though adults are not immune. It affects the heart and may or may not leave its victim with heart disease.

Without minimizing so grave a threat to our children, the author of this excellent pamphlet tells in a common-sense way all that is known about the origin, treatment, and after-effects of rheumatic fever. Especially interesting to P.T.A. groups will be his discussion of this problem from a public health point of view.

LAYMEN HELP PLAN THE CURRICULUM. By *Helen F. Storen*. Washington, D. C.: Association for Supervision and Curriculum Development, N.E.A., 1946. \$1.00.

"THE SCHOOLS in America belong to the people, and justify their existence only if they serve the needs of the people. It would seem, then, that the development of a functional school program is possible only if there is continuous interaction between the schools and the community."

These are the opening sentences of a new publication of special significance to every parent-teacher member. Dr. Storen reveals a most encouraging trend in home-school cooperation. In her study of schools and communities she found many instances of P.T.A. leadership in curriculum planning as lay citizens gathered and presented factual material, helped decide on the experiences to be included in courses and units, and contributed information on community needs and the needs of children.

To what extent shall laymen participate and how shall cooperative planning proceed? These and many other practical questions are answered fairly, squarely, and effectively. Almost all the difficulties arising in such cooperative groups, says the author, can be overcome by wise leadership and a democratic atmosphere.

It is the special responsibility of parent-teacher members to prepare themselves for an intelligent role in this home-school partnership. Dr. Storen's pamphlet makes a substantial contribution toward that end.

SEARCHLIGHTS AND COMPASS POINTS

LAYING FIRM FOUNDATIONS

The Way To Save Our Schools

E. B. NORTON

Deputy Commissioner, U.S. Office of Education

AT the dinner session of the December meeting of the National Congress Board of Managers a symposium on current educational issues was conducted by three leading educators. Each of the three, from his particular vantage point, discussed the critical problems that demand speedy and organized action on the part of parent-teacher groups. The first two talks appeared in the January and February National Parent-Teacher. Dr. Norton's was the third address.

FORTY-FOUR state legislatures are going to be meeting early in 1947. Right here is our chance to start working for the kind of educational programs we want in our states and in our nation. Congress too will be in session, and Congress is going to have to face the problem of Federal aid. Between now and the time school opens next fall, we educational groups and organizations have an opportunity to take united and militant action.

We ought to have learned a few things from the war, not only about the national problem of education but about the international problems as well. To begin with, we ought to have learned that it was by the process of education that our enemies came to threaten the security of the world. It was by a system of education that they militarized the spirit, warped the purposes, fixed the ideals, and determined the loyalties of a generation of their youth. Through education the dictators brought that youth to a state of thinking that enabled them to threaten the world with mechanized might.

Second, we ought to have learned by examining our own situation that we, too, had to depend largely on processes of education to get ourselves ready to meet the challenge. Early in the war our armed forces were not fighting forces; they were forces in training, men *preparing* to fight. Hour after hour, week after week, month after month of

the most grueling kind of education were spent getting them ready for relatively few hours of combat duty. It was by this process of education that we became strong enough to emerge from the conflict victorious.

Education for Emergency

WE ought also to have learned a third important fact. In the first stages of the war our country—a great democracy of free people, the richest of all nations—had to reject hundreds of thousands of men eligible for military service because they couldn't read as well as the average fourth-grade child.

In the beginning they were definitely turned down. Then, as their numbers mounted, the Army began to take them in and teach them to read and write. I have gone through some of our military literacy schools—schools where the very finest instructors that could be drafted from the classrooms of the country were given all the instructional materials any good teacher could want. Above all, the men were motivated by the knowledge that what they were trying to learn was a matter of life and death. In eight or ten weeks those men were taught to read with fourth-grade ability. That was a remarkable achievement, but the price was high. It cost more money to put one of those undereducated individuals through eight weeks' training than it would to have kept him in the best public schools of this country for eight years!

Now that the war is over, we have decided to educate our veterans at Federal expense. We have inaugurated a vast program that ought to bring a genuine educational awakening to the nation. The question is, will it? Will it make us realize that we must tie education to the national welfare today and in the future just as it was tied to national defense during the war?

Formerly whenever we have succeeded in passing any legislation, it has been for one type of education or for one special group or for a temporary purpose. What, for instance, was the status of prospective teachers in the war years? I had the experience of having to say this to the young people in my state: "If you will go over to the teachers' college and pay your own tuition and expenses for four years, we will then let you teach school on a starting salary of eighty dollars a month." Yet at the same time I had also to say: "The Federal government right now will pay you eighty dollars a month to attend that same college for three months, while you train yourself to be a radio repairman who is needed in the war effort. Immediately after you finish that course, you will start at a salary of one hundred and twenty dollars." If you want to be laughed at, just explain those two programs to high school students!

A Long-range View at Last

SINCE we do have a fairly comprehensive Federal aid measure, I say we had better stop fiddling around and see that it is passed. For until we do—until we obtain Federal aid on a comprehensive scale, channeled from the U.S. Office of Education to the state departments of education and administered under state control—we are going to be threatened with a more serious type of Federal control than we have ever dreamed of. Why? Because in the absence of that well-organized, all-embracing plan, the government is embarking on a piecemeal program: lunchrooms through the Department of Agriculture, thrift education through the Treasury Department, consumer education through the OPA, air education through the Civil Aeronautics Authority. What is more, the government will go on multiplying the channels through which to aid certain specialized aspects of education as long as it lacks the constructive means to provide for all the children of the nation.

Do not forget, however, that we must fight for Federal aid. It isn't enough just to tell people what they need; they must *want what they need* earnestly enough to do something about it. Let's not be like the farmer who was offered information about scientific farming so that he might improve production on his farm. He refused it, saying, "I ain't going to buy none. I ain't farming as good as I know how now!"

State legislatures and the Congress of the United States must recognize that we are not going to have a better educational system in this country until we are willing to pay for it. If we fail—if we are not willing to pay enough—then our schools will be run by culls, by men and women not qualified for the teaching profession.

In all our talk about raising salaries, we sometimes forget that there are teachers who are overpaid, too. Even the pitifully small salaries we pay are a tremendous waste of money if we pay them to teachers who are not worth the price. We are running some schools that might better be closed unless we can obtain teachers of the proper caliber. That fact must be faced and faced squarely.

Youth Can Be Won

I BELIEVE we should embark upon a definite program of recruitment, a program that will bring into the teaching profession more intelligence, more culture, more spirit and courage. Unfortunately, in trying to correct present conditions we have said so much about the terrible plight of teachers that we are driving our choicest young people away from the profession.

Nevertheless, I am convinced that the young people of this country will accept a challenge if we don't disillusion them by assuming that they will be average or below-average teachers. Let's have somebody write about "Why I Want To Be a Teacher" instead of "Why I Am Never Going Back to Teaching." Let's point out that although the situation today is deplorable, the better teachers who stay in the profession *do* reach a pretty decent salary bracket.

Finally, let's suggest that these young people enter the profession to help us straighten this thing out. We have to have more teachers and better teachers *right now*. We can't wait until all our financial problems are solved. Encourage our finest young men and women to join the ranks even before conditions are completely remedied. Then they will be experienced and established teachers by the time salaries improve, as they surely will if you and I have anything to say on the matter.

Remember that as citizens of a republic we have much to say. This is where the parent-teacher associations fit into the picture, for P.T.A. members can do a great deal to help generate the militant spirit we need. They can stir up some of those who are indifferent and put them in the mood for action. They can speak out and tell the story at the state level, at the national level, and everywhere that the purse strings are held. And when they tell it, let them do it forthrightly, without apology.

This nation, which reaches into the remotest home in the most poverty-stricken section of the Union when it needs young men on the battle fronts, must also find a way to dedicate enough of its resources to the proposition that all children in this great land of ours are created equal. The time has come to make sure that each one is given a chance to train himself to serve his country in time of peace as well as in time of war.

OUR CONCERN WITH

GERMANY'S SCHOOLS

HELEN C. WHITE

A UNIVERSITY professor does not, as a rule, have occasion to go into the elementary schools. In fact, he is usually appalled at the very thought, because no audience scares him quite so much as an audience of children. But last fall a friend of mine had an excellent idea that took me into one of our schools in Madison, Wisconsin. The idea was for the pupils to give up their traditional Halloween treats and use the money to buy school supplies for European children. I had recently returned from a trip through the American zone in Germany, and I was happy to have a part in the plan.

Nothing could have been stronger than the physical contrast between this school and one that I had seen less than two months before in a German city. To begin with, the American building was whole, with solid brick walls and shining windows. Inside, the quiet corridors were bright with color, the classrooms gay with plants, pictures, and decorations in keeping with the season.

I had a feeling, too, that here was a center of community interest and affection, that men and women like my public-spirited friend put the same thought into this plant that they put into their homes. And the little assembly of American children to whom I talked listened with an alertness and a quickness of sympathy that was a tribute to the influence of both home and school.

What a difference between this place and the German school that I tried to describe to those youngsters! It was an elementary school in one of the badly bombed cities. All around it were the wrecked piles of what had once been a comfortable residential district, and part of the building itself was completely destroyed. As we walked toward the door, a swarm of children hung around us, for in many German schools the crowding of classrooms makes it impossible to keep children in school more than a few hours a day.

Even the section of the building that was in use bore the marks of disaster. Plaster had crumbled from the walls; windows were still boarded up. Yet the children in the classes we visited looked so clean and bright that I was astonished to learn they all lived in this bombed-out district. I wondered how their mothers, with soap so scarce throughout Germany today, could manage to keep those woolen sweaters so fresh and neat. It was an American education officer who called my attention to the thinness of the legs under the seats.

To us the classroom seemed very bare and businesslike and the teachers very formal. But I knew that most of those teachers were toiling overtime in order to divide their huge classes into smaller groups for intensive work. And their task was heavy in other ways, too. Many of the children had only recently been expelled, with their families, from Czechoslovakia or northern Germany. Some of them could not even speak German. One can imagine the added burden on a teacher already struggling with a shortage of every form of school equipment, particularly paper.

Tragedy in the Making

NOR are these problems the only ones that hamper German education today. There are, for example, certain characteristics of the German



German children, assembled in a crowded classroom, wait to be inoculated against diphtheria and scarlet fever by the principal of their school.

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school system that played their part in bringing about catastrophe and that must be changed. When we asked the children what they were going to be when they grew up, we found that even at the age of ten or eleven they had very definite plans. For according to the prewar system, the elementary schooling of German children ends when they are ten years old.

If a child has the capacity and his parents have the means, he may go on to secondary school training and proceed from there to a technical school or to a university. The university will give him the professional education that will enable him to take up the tasks of leadership for which the German society traditionally looks to its institutions of higher learning. But if he does not give evidence of academic aptitude or if his family cannot afford the expensive secondary school education, then he must be content with a much less rich and extended schooling.

The average child will go into a vocational school that will admirably fit him to perform a technical job or a craft with the fine workmanship that has been one of the glories of German civilization. It will not, however, give him much opportunity to learn to understand the social and political issues of his day or take part in that community thought and activity so essential to democratic life.

Despite the admirable record of German education, from craft training to scientific research, it has remained pretty largely a caste education. Its effect has been to produce on the one hand a select group of leaders who do the thinking and planning for society; on the other hand, it has

produced a mass of followers disciplined to obedience and faithful industry but not to self-direction or social criticism. Together with the strong emphasis on order and discipline, this caste system has made it possible for a great people to be led into disastrous national ventures. It is all too easy to see how this system of education contributed to the ruin of the German state.

The work of reform at present being carried on by American education officers and by liberal-minded German educators—many of whom have long been keenly aware of the defects of the old system—is very badly needed. If it succeeds, the rebuilt German schools will be much more flexible, much more community-minded.

Undoubtedly there will always be basic differences between the American and the German school. Americans, for instance, are accustomed to centering a good many activities in the school; in Germany these are in the hands of other agencies, like the youth group. German public opinion will also probably demand more technical competence than does American opinion. Still there is no question but that the two types of school will become more alike than they are today.

The School Spans the World

NOT all American schools, as we know too well, are so fortunate as the one I visited in Madison last fall. We have plenty to do here at home to see that our best becomes the rule and the norm. Yet while we carry on that work in our own country, all of us who are interested in world understanding will do well to follow the example of the Madison school and the alert community it represents. Even a few dollars of Halloween-treat money, sent to the school children of a stricken land, will return unexpected dividends to their youthful donors.

Isn't it one job, really, that we are doing? We have learned that the school is the great instrument for the making of a democratic and a prosperous country. It is also the great instrument for the making of a democratic and prosperous world. The broadened vision that will result from thinking and planning for our distressed neighbors abroad will be quite as helpful to our own children as to theirs. It will help prepare them to live in an international community in which the weakness of one member weakens all and the strength of every member increases the strength of all. We have come at last to understand that we must open the eyes of our children to that brilliant vision. This is, in the profoundest sense, education for peace.



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Berlin school children line up in orderly fashion for their share of hot soup at the noon hour. Berlin has had a school lunch program since November 1945.

EXPLORING THE *Preschool* PERIOD

STUDY COURSE DIRECTED BY ETHEL KAWIN

About Our Study Course Article

THIS month we explore an area into which most parents are reluctant to venture without wise and expert guidance. Nevertheless it is a phase of child development that no father or mother can evade. As our author points out, however, answering a child's questions about where babies come from is only one small contribution to his sex education. Actually such education is fused with his total physical, mental, social, and emotional growth. It is part and parcel of all the sound training that helps the young child become a person who can form happy, satisfying relationships with others.

Suggestions for Programs

I. This particular aspect of the preschool world is one in which many study groups must depend largely on their own reading, thinking, and discussion. In relatively few communities are genuinely competent specialists available as speakers on this subject. The professionally trained men and women who work in the field of sex education have naturally turned most of their attention to the preadolescent and adolescent periods. If your community is fortunate in having a professional person who has made a special study of the *beginnings* of sex education, it would of course be wise to seek his leadership for this program.

II. Since most study groups will have to provide their own program, all the members should read widely and thoughtfully. The general topic might be divided into several subtopics, each to be investigated by a few members of the group. Here are ten subtopics:

1. The role of the child's family in building sex attitudes
2. The care of the child's body with special emphasis on his own attitude toward its functions
3. The early formation of attitudes toward sex and sex differences
4. Experiences that make a child curious about sex

A radio script based on this article will be available on April 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Preschool study groups
- Preschool sections of P.T.A.'s
- Individuals who want to test their own knowledge

Based on the article "The Beginnings of Sex Education." See page 14.

5. Children's questions about sex and how to answer them at different age levels
6. Common forms of sex "play" in the preschool years and how to deal with them
7. The value of a child's experiences with animal pets
8. How the child learns about sex through the coming of a baby brother or sister
9. How to answer questions, at various ages, about the father's part in reproduction
10. Ways of overcoming our own adult embarrassment toward questions about sex

Having studied books and articles concerned with these subtopics, study group members may plan a program around the materials in any way they choose. Perhaps one person could prepare a summary of each subtopic; this would be followed by a discussion of the topic by others who have done considerable reading on it. In another type of program five members might form a panel, each person choosing two subtopics for his presentation and the whole group participating in a general discussion afterward.

Pertinent Points for Discussion

1. Discuss the meaning of the first and last paragraphs in Dr. Lerrigo's article. How are the "formal facts of sex" related to the broad concept of sex education described in the entire article?
2. Why is it important to begin sex education at the preschool level instead of waiting until a child reaches the preadolescent or adolescent period?
3. Take each of the subtopics suggested above and consider it in relation to children of certain ages.
4. Describe at least one specific, actual life situation to illustrate each subtopic. Then discuss ways in which the ten situations might be constructively handled.
5. How can we use children's own questions as a guide in their sex education? Give illustrations of wise and unwise methods of answering these questions.

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THE *Family* REDISCOVERS ITSELF

STUDY COURSE DIRECTED BY RALPH H. OJEMANN

Outstanding Points

I. We can think of play as free-time activity engaged in for its own sake.

II. Since the family is a group of persons who are bound closely together by natural ties, family recreation is a very natural kind of play.

III. Even if a variety of games, tools, apparatus, and other material things is available for play, many families still do not share the fun of living. There may be several reasons for this lack, such as these:

a. The members of the family may not see the value of play or may be so concerned about other things that they are not stimulated to do something about having fun as a group.

b. Some families take their play so seriously that they forget the pleasure of planning it together.

c. The parents may think more about doing things *for* their children than about doing things *with* them.

d. Families may depend too much on formal programs of activity, or on a particular kind of equipment, to enjoy themselves in a variety of ways.

IV. Much of the planning for family play can be done at family conferences after dinner or some other convenient time.

V. The family with only one or two children may find it helpful to invite others to join their play.

VI. In addition to games, songs, and similar activities, there are many other possible family pastimes: going on excursions, now and then making mealtime a more leisurely occasion than usual, developing interesting subjects of conversation, arranging parties, and so on.

VII. A reserve store of materials and activities will help satisfy the needs of both children and parents on rainy days and at other times when customary pastimes are denied them or seem less absorbing than usual.

VIII. A type of family play that has many possibilities is service to others, especially those less fortunate. This, like other kinds of play, grows out of family attitudes of generosity and thoughtfulness.

A radio script based on this article will be available on April 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Parent education study groups
- P.T.A. program chairmen
- Individuals who want to test their own knowledge

Based on the article "Recreation, Family Style." See page 7.

Questions To Promote Discussion

1. Make a list of household activities that parents and children could sometimes omit from the week's schedule to gain more time for family fun.

2. How does your family spend Sunday, aside from going to church?

3. What "recreation, family style" have you planned for evenings during summer vacation?

4. Thomas Edison once said, "I have never worked a day in my whole life." How can this attitude toward work be used to increase the family's leisure time?

5. List three or four play activities in which families in your neighborhood can engage without using much special equipment.

6. Plan three interesting week ends for a family of moderate means having two children, aged thirteen and fifteen—one week end in the fall, one in winter, and one in spring.

7. Suppose this same family has no recreation room in the home. The two youngsters want to give a party. Tell about some interesting plans that the whole family could work out together to make this event a success.

8. What kind of active games for healthy twelve-year-olds can you suggest that could be played in a yard forty feet square?

9. Think of something you have recently done for your children. How might you have arranged matters so that you could have done it *with* them instead?

10. Father has begun his two weeks' vacation. He announces that he will make the most of it by improving his game of golf. Jim makes a wry face; there goes his long cherished plan for a camping trip. Susie knows there won't be any picnics. Mother doesn't really care because the baby keeps her too busy for anything but the daily chores. How could this family be shown ways of having fun together?

11. Is housecleaning a troublesome time in your home? How could it be made less dreary for the family?

12. How would you solve the problem of who is to use the family car in the evening when there are adolescent children in the home?

13. Would a family in which constructive discipline is practiced have less trouble and more teamwork than the family in which the old-fashioned idea of strict obedience is imposed on the children?

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Motion Picture PREVIEWS



THE entertainment film is one of the most vivid forms of story telling, and many screen plays are adapted from novels. Successful stage plays, too, are almost sure to be purchased by some movie producer with an eye to the box office. Consequently we now look forward with a degree of certainty to seeing the filmed version of many a best seller as well as the older literary classics.

The following list of recent and forthcoming motion pictures based on books and plays will prove interesting to all who like to see their favorite characters of fiction come to life on the screen:

Adventure Island—Paramount. From *Ebb Tide* by Robert Louis Stevenson, with Rory Calhoun, Rhonda Fleming, and Paul Kelly.

Arch of Triumph—Universal-International. From the novel by Erich Maria Remarque, with Ingrid Bergman and Charles Boyer.

Bob, Son of Battle—20th Century-Fox. From the novel by Alfred Ollivant, with Peggy Ann Garner, Lon McAllister, Edmund Gwenn, and Cara Williams.

Captain from Castile—20th Century-Fox. From the novel by Samuel Shellabarger, with Tyrone Power, Jean Peters, Cesar Romero, and Lee J. Cobb.

The Corpse Came C.O.D.—Columbia. From the novel by Jimmy Starr, with George Brent and Joan Blondell.

The Egg and I—Universal-International. From the novel by Betty MacDonald, with Claudette Colbert, Fred MacMurray, and Louise Allbritton.

Escape [Me Never]—Warner Brothers. From the novel by Margaret Kennedy, with Errol Flynn and Ida Lupino.

Green Dolphin Street—Metro-Goldwyn-Mayer. From the novel by Elizabeth Goudge, with Lana Turner, Van Heflin, Richard Hart, and Donna Reed.

High Barbaree—Metro-Goldwyn-Mayer. From the novel by Charles Nordhoff and James Norman Hall, with Van Johnson, June Allyson, and Claude Jarman, Jr.

High Conquest—Monogram. From the novel by James Ramsey Ullman, with Anna Lee and Gilbert Roland.

The Last of the Redmen—Columbia. Adapted from *The Last of the Mohicans* by James Fenimore Cooper, with Jon Hall, Michael O'Shea, and Evelyn Ankers.

Life with Father—Warner Brothers. From the novel by Clarence Day, with Irene Dunne, William Powell, and Elizabeth Taylor.

Merton of the Movies—Metro-Goldwyn-Mayer. From the novel by Harry Leon Wilson, with Red Skelton, Virginia O'Brien, and Alan Mowbray.

In connection with these and other new pictures, remember that previews may appear in these pages several weeks or even months before the films reach your neighborhood theater. Therefore a scrapbook containing the previews clipped and pasted alphabetically on indexed pages will prove invaluable when the family decides at the last minute to see a local movie. Children will enjoy keeping the scrapbook up to date.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Sinbad the Sailor—RKO-Radio. Direction, Richard Wallace. With all the glamour of *Arabian Nights' Entertainments*, this lavish escape picture offers romance, exotic splendor, and robust seafaring—all enhanced by dazzling Technicolor. Douglas Fairbanks, Jr., is excellent as the roving, agile rogue Sinbad, who swashbuckles his way through high adventure and peril to ultimate love and contentment. Cast: Douglas Fairbanks, Jr., Maureen O'Hara, Walter Slezak, Anthony Quinn, George Tobias, Sheldon Leonard.

Adults	14-18	8-14
Entertaining	Good	Good

FAMILY

(Suitable for children if accompanied by adults)

The Falcon's Adventure—RKO. Direction, William Berke. This closing episode of the Falcon series specializes in comedy and intrigue, eliminating the sinister aspects so common in this type of film. It is good, light entertainment for those who do not take their detective stories too seriously. Cast: Tom Conway, Madge Meredith, Edward S. Brophy, Robert Warwick.

Adults	14-18	8-14
Fair	Fair	Mature

The Late George Apley—20th Century-Fox. Direction, Joseph L. Mankiewicz. A biographical analysis of Boston's Harvardian smugness and inhumanity toward those who cannot boast a certified pedigree of exclusiveness and hauteur. The cast, production, acting, and direction are in the best of taste—so much so that George Apley himself would have approved of



The auction scene aboard ship in *Sinbad the Sailor*, starring Douglas Fairbanks, Jr.

the film. Cast: Ronald Colman, Peggy Cummins, Vanessa Brown, Richard Haydn.

Adults	14-18	8-14
Entertaining	Entertaining	No interest

The Shocking Miss Pilgrim—20th Century-Fox. Direction, George Seaton. A satirical comedy done in beautiful Technicolor with songs and other music by George and Ira Gershwin. This well-cast picture has a clever script, excellent direction, and an individual manner of presenting rhyme and meter. Cast: Betty Grable, Dick Haymes, Anne Revere, Allyn Joslyn.

Adults	14-18	8-14
Good	Good	Mature

Stairway to Heaven—Universal-International. Direction, Michael Powell and Emeric Pressburger. An entertaining Technicolor fantasy with touches of satire and humor that lift it above the ordinary. Beautifully photographed, the brilliant earthly backgrounds shade into mauve when the scenes shift to Heaven. The plot—that of a flier who imagines he is being conducted to Heaven—is not unusual, but the acting is natural and the dialogue delightful. Although this film may not appeal to all audiences, there is nothing offensive in the pictured conception of the other world. Cast: David Niven, Kim Hunter, Robert Coote, Kathleen Bryon.

Adults	14-18	8-14
Excellent	Excellent	Mature

That Way with Women—Warner Brothers. Direction, Frederick de Cordova. Good, brisk melodrama provides plenty of excitement and many laughs. The direction is capable, and the characterizations are distinct. An added thrill is the episode at the ball game, which is perfectly suited to its purpose. Cast: Dane Clark, Martha Vickers, Sydney Greenstreet, Alan Hale.

Adults	14-18	8-14
Amusing	Amusing	If interested

Till the Clouds Roll By—Metro-Goldwyn-Mayer. Direction, Richard Whorf. A lavish and extravagant production based on the musical career of one of America's greatest song composers. Jerome Kern would indeed feel justly proud of this eulogy in his honor. Famous numbers from his many successful musical comedies are superbly presented by the talented cast. The home life of the Kerns is delightfully treated, and their devotion to the highest ideals of the theater is inspiring. Cast: Robert Walker, June Allyson, Lucille Bremer, Judy Garland.

Adults	14-18	8-14
Good	Good	If interested

Unexpected Guest—Cassidy—United Artists. Direction, George Archainbaud. A melodrama in which Hopalong Cassidy and his friends combat the mysterious inmates of a haunted house. Sound effects and background music add to the sinister atmosphere. The action is smooth, and the tragic happenings are well interspersed with lighter bits of comedy. It is regrettable when a Hopalong Cassidy picture cannot be recommended for children, but this one is definitely unsuitable. Cast: William Boyd, Andy Clyde, Rand Brooks, Una O'Connor.

Adults	14-18	8-14
Fair	Fair	No

ADULT

Duel in the Sun—Selznick-International. Direction, King Vidor. Adapted from the novel of the same name by Niven Busch. Tragedy follows tragedy in a sordid, turbulent, yet gripping drama of uncurbed passions and raw emotions. The acting is in keeping with the theme and tempo of the story and for this reason is outstanding. The desert backgrounds are portentous and beautiful. Although much of the picture is distasteful, it holds its audience spellbound until the ghastly, bitter ending. Cast: Jennifer Jones, Gregory Peck, Joseph Cotten, Lillian Gish.

Adults	14-18	8-14
Matter of taste	No	No

Easy Come, Easy Go—Paramount. Direction, John Farrow. This unamusing, unethical comedy has a good cast but a poor story and too much drinking. Barry Fitzgerald handles well the only worth-while role in the film. Cast: Sonny Tufts, Diana Lynn, Barry Fitzgerald, Dick Foran, Arthur Shields.

Adults	14-18	8-14
Poor	No	No

The Locket—RKO. Direction, John Brahn. An old-fashioned melodrama in which the central theme, the effect of childhood experiences on adult life, seems a bit overdrawn. However the acting, sets, and production are all well done. Cast: Laraine Day, Brian Aherne, Robert Mitchum, Gene Raymond.

Adults	14-18	8-14
Entertaining	Mature	No



A scene from *The Shocking Miss Pilgrim* with Betty Grable

The Missing Lady—Monogram. Direction, Phil Karlson. A noisy mystery melodrama wholly lacking in intelligence—that quality which has been responsible for the upward progress of the cinema art. Human life as depicted in this film is cheaper than many commodities on the market. A waste of time for any audience. Cast: Kane Richmond, Barbara Reed, George Chandler, James Flavin.

Adults	14-18	8-14
Poor	No	No

Nora Prentiss—Warner Brothers. Direction, Vincent Sherman. This excellent crime melodrama is handled with skillful technique by both director and cast. The subject matter is not pleasant, but it remains true to life in portraying the inevitable wages of sin. The dialogue is crisp, incisive, and compact, and the musical score intensifies the highly emotional sequences. Cast: Ann Sheridan, Kent Smith, Bruce Bennett, Robert Alda.

Adults	14-18	8-14
Gripping	No	No

Wanted for Murder—20th Century-Fox. Direction, Lawrence Huntington. Morbid psychological drama with a new approach, this film stresses the reactions of a murderer as he is being trapped, inspiring both sympathy and disgust for the man who has inherited an unbalanced mind. The acting, particularly that of the male lead, is good. Cast: Eric Portman, Dulcie Gray, Derek Farr, Roland Culver.

Adults	14-18	8-14
Matter of taste	No	No

MOTION PICTURES REVIEWED IN THE FEBRUARY ISSUE

JUNIOR MATINEE (8 to 14 years)

Blue Skies—A delightful romantic musical.
Love Laughs at Andy Hardy—The latest in the well-known Andy Hardy series presents some excellent philosophy.

FAMILY

California—An entertaining story of the early days preceding California's admission to the Union.

ADULT

Cross My Heart—A noisy farce-comedy, often in poor taste.
Lady in the Lake—This fine detective melodrama is skillfully produced by Robert Montgomery.

The Razor's Edge—An adult plot well handled makes this one of the serious pictures of the year.

The Return of Monte Cristo—An exciting tale of adventure and intrigue set in the time of Louis Napoleon.

San Quentin—This educational film aims to improve the lives of men behind bars.

The Secret Heart—An absorbing social drama, given fresh and interesting treatment.

Swell Guy—Good of its type but tragic and sordid.

Temptation—Excellent backgrounds and lavish costuming do not make up for the comedy this picture lacks.

13 Rue Madeleine—A thriller about World War II, too full of hatred to be recommended for youngsters.

The Wicked Lady—The adventures of a beautiful but unscrupulous English vixen in the days of stagecoaches and highwaymen.

Looking into Legislation

ON January 8 a bill to provide universal military training was introduced into the House and referred to the Committee on Armed Services. Under certain provisions this bill, H.R. 664, requires that "every male citizen of the United States . . . shall upon attaining the age of eighteen years be subject to military, naval, or air training by the respective services, and shall be called into the service of the United States for a period of one year." The year is to be divided into two parts, the first period to be devoted to basic training and the second to specialized work or further training.

Last December President Truman named a nine-member commission to study the need for universal military training in connection with over-all planning for national security and to submit recommendations to the President. The scope of this commission is not so broad as that advocated by the National Congress of Parents and Teachers in its recommendation that a national defense commission be "adequately financed and directed to survey not only our needs for military establishments and military personnel but also civilian mobilization, scientific research, industrial production, and the dispersal of natural resources—as these relate to national preparedness and security."

To some degree, however, the recommendations concerning the personnel of this commission were followed. The N.C.P.T. suggested that "members of this commission be selected for their integrity, special knowledge, and experience in national affairs and that they include representatives of our nation's diplomatic, legislative, industrial, scientific, and educational bodies as well as of our military organizations." Karl T. Compton, president of M.I.T., is the chairman. Other members are Daniel Poling, editor of the *Christian Herald*; Charles E. Wilson, president of the General Electric Company; Samuel I. Rosenman, a New York lawyer; Truman K. Gibson, a Negro lawyer from Chicago; the Reverend Edmund A. Walsh, president of Georgetown University; Mrs. Anna Rosenberg, former adviser to President Roosevelt on labor and social problems; Harold W. Dodds, president of Princeton University; and Joseph E. Davies, former ambassador to the U.S.S.R.

IN his State of the Union message delivered to Congress on January 6, President Truman requested universal military training. On January 24 the American Council on Education discussed this issue during a two-day conference to which the National Congress sent two representatives. The conference group recommended:

1. That the President's Advisory Commission on Universal Military Training be instructed to consider every aspect of national security and all the means through which it can be maintained, rather than being limited to a consideration of plans for military training;

2. Pending the completion of such a study, (a) that Selective Service be continued until requirements for occupation and other military responsibility can be met by voluntary enlistment, and that the quota be limited to the difference between the total strength of the armed forces authorized by Congress and the number of volunteers; (b) that every effort be made to encourage voluntary enlistments for active duty; (c) that the Army establish an ROTC similar to the Navy's, and that both programs be expanded; (d) that the National Guard and Enlisted Reserves be reconstituted to provide effective training for a larger number of volunteers; (e) that maximum utilization be made of military academies at both high school and college levels; and (f) that military camps offer training to men volunteering for one year or less.

The Army and the American Legion are campaigning for compulsory military training. The way your congressman votes on this important question depends largely on his mail from back home. Don't forget to send him your views.

—EDNA P. COOK

Contributors

As consultant on family life education in the U.S. Office of Education, MURIEL W. BROWN has for many years worked closely with parent-teacher groups, especially on problems related to homemaking and family living. A writer and a lecturer of eminence, Miss Brown is everywhere known for her distinguished efforts in the realm of family relations.

When J. W. FAUST retired as treasurer of the National Congress of Parents and Teachers last May, he concluded more than two decades of selfless service on our Board of Managers. Mr. Faust has won far-flung recognition for his work in the National Recreation Association and his welfare activities in both world wars. The first article written for the *National Parent-Teacher* by this outstanding parent-teacher leader appeared just 21 years ago!

BEATRICE SEGSWORTH KITCHEN is well fitted to write sympathetically and knowledgeably about the convalescent care of children with rheumatic fever—particularly about how modern institutions meet their young patients' varying educational needs. She holds the position of head teacher of the hospital school at the famous Sharon Sanatorium, Sharon, Massachusetts.

MARION OLIVE LERRIGO was one of the first two persons to receive a Ph.D. in health education from Columbia University. She has since become nationally renowned for her achievements in this field. The author of numerous books and articles, she has recently collaborated with Toru Matsumoto, a Japanese American, on his biography, *A Brother Is a Stranger*.

ROBEN J. MAASKE began his notable career as a teacher in a one-room school. From there he went on to the positions of high school principal, superintendent, deputy state superintendent, and university professor. Dr. Maaske is today president of Eastern Oregon College of Education and takes an active part in many national educational organizations.

BONARO W. OVERSTREET is busy these days with her very successful leadership training course for women at Town Hall, New York. Mrs. Overstreet's ever growing band of enthusiastic readers will be glad to know that her *How To Stay Alive as Long as You Live*, published more than a year ago by the National Congress, is enjoying steady popularity on a country-wide scale.

HELEN C. WHITE, professor of English at the University of Wisconsin, is a scholar whose distinction has won her a high place among America's professional women. She has had a Guggenheim fellowship and is the author of novels and critical works. Last summer Miss White was a delegate to the UNESCO Preparatory Conference and a member of the U.S. Education Mission to Germany.

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